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ABSTRACT

In the Phase IV portion of the Study of the Need for Educational Manpower for Handicapped Children and Youth, motivational factors affecting special education manpower supply and the impact of PL 85-926 on the supply were evaluated in two studies to which separate questionnaires were developed: the Personnel Motivation Study and the University Impact Study. The questionnaire concerning motivation factors causing people to enter, remain in, and leave special education was sent to personnel in the field, while the questionnaire concerning the effect of PL 85-926 funding on university special education programs was sent to universities offering programs for training personnel in the education of the handicapped. Results of the surveys demonstrated positive effects of PL 85-926 in all respects. It increased the capacity of universities receiving funds to supply manpower, and improved the quality as well as the quantity of graduating students. Attrition from the field was less among students receiving grants than among others. The relevancy of working with handicapped children, to personal and social values, attracted many students, but many had unrealistic images of time and energy commitment required or objected to training requirements for certification, pay, and working conditions. (EC 032 848-EC 032 852 contain related information.) (KW)

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OPERATIONS RESEARCH, Inc.

SILVER SPRING, MARYLAND

Study of the Need for Educational Manpower for Handicapped Children and Youth-

Phase IV Report

31 July 1970

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PREFACE

The Study of the Need for Educational Manpower for Handicapped Children and Youth - Phase IV Report has been organized into two separate study reports. Both reports are bound within this single volume, followed by a common appendix section. The first part or University Impact Study deals with institutions training manpower and special education, while the second part or Personnel Motivation Study deals with people in the field of education.

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SUMMARY

1. Under the auspices of the U.S. Department of Health, Education and Welfare, Office of Education, Bureau of Education for the Handicapped (BEH), a study entitled "Study of the Need for Educational Manpower for Handicapped Children and Youth" was initiated by Operations Research, Inc., (ORI). The information gained from the study is to be used as a basis for establishing programs to relieve the special education manpower shortage. The first of the two major objectives of the study was concerned with the development of an operational model that would permit the organized consideration of the factors affecting the requirements for special education in manpower.

2. The second objective, and the one that is the topic of this Phase IV Report, concerns the determination and evaluation of those motivational factors which affect special education manpower supply, and the evaluation of the impact of PL 85-926 on the supply.

3. The tasks prescribed for this Phase IV study have been applied toward the accomplishment of objectives based on each of these two concerns.

These two main objectives were approached individually as a University Impact Study and a Personnel Motivation Study.

STUDY APPROACHES

Use of BEH Records

4. A thorough analysis of the information content and retrievability of the HEW files concerning the administration of PL 85-926 was accomplished.

5. It was concluded that, except for necessary data otherwise unavailable, the extraction of data elements from these files would be too costly in terms of time and uneconomical use of manpower. The information would not be complete and a supplementary survey would still be necessary to perform the study. For these reasons, the files were not used as a source of data for the University Impact Study. An attempt was made to use the files to identify fund recipients among students and practitioners, but the files were not up to date and this attempt was aborted. As a result, the initial concept was modified and a plan was evolved which would utilize universities and individuals as the sources of data.

Information Requirements

6. A panel consisting of special education manpower training experts and the ORI staff was convened to discuss, investigate, and isolate characteristics which could be used to measure: (a) the effect of PL 85-926 funding on university special education programs, and (b) motivation factors causing people to enter, remain in, and leave education for the handicapped. The information outline thus arrived at was then discussed with the BEH.

7. The inclusion of both university representation and the participation of BEH in the investigation, analysis, and review process resulted in the finalization of information requirements that would be both useful to BEH and collectable from the universities. It provided a sound foundation upon which to base the development and selection of study approaches.

Development of Questionnaire

8. A series of questions were prepared that requested a range of information about the university programs and personnel motivation patterns emphasizing the impact of PL 85-926 on them. Because it is not always possible to quantify some of the information requested, many of the questions asked for opinion-type answers. The responses to this type of question can be classified in response categories, coded, and tabulated for final analysis. The phrasing and intent of these questions were thoroughly reviewed by the aforementioned panel of consultants and BEH personnel.

9. Use of Special Questionnaire Techniques. Several motivation-measuring techniques were evaluated and a psychological scaling technique was elected for use in the questionnaire. The approach was to identify the basis for career choices made at the various decision points. This was done by determining the motivation expected to influence choice behavior in specific areas and by providing a scale type question for each area.

10. The scales used in this survey were especially designed to construct a motivation profile for the decisions to enter, remain in, and leave special education. The profile consists of a number of factors which are rated on two scales, one for Degree of Attraction and the other for Degree of Importance.

The attraction scale quantifies the perceived amount of satisfaction (on a specific variable) available in special education relative to all alternatives. The score on this scale not only gives magnitude but direction to a person's probable movement, if this were the only variable to be considered. However, the individual considers many other variables (aspects) by degree of importance. This is the reason for the second scale which rates each area with its relative importance compared with all other areas.

11. A Career Tracer Method. Members of the BEH expressed a desire for information concerning career choices over the entire career of each individual. Although beyond the scope of this study, a career sequence tracer chart was designed so as to provide a data base for future BEH analysis. This chart is filled out by each respondent according to past decisions.

12. Several types of charts were tested and most proved difficult to complete, or contained too little information. The final chart was successfully pretested and used in the survey. It can provide data for many kinds of analysis. The following are a few examples:

a. Time taken to obtain degree

b. Time spent in part /full time study

c. Reasons for different training sequence

d. Type of employment experience

e. Changes in type of training.

13. Therefore, career sequence data were coded and put into machine-readable form for future analysis. Detailed analysis of this chart is not presented in this report as it is beyond the scope of the present study.

14. The results of using this scaling technique are a series of motivation profiles of respondents for each career decision of interest to this study. To assure a useful product, all questionnaires were pretested on appropriate samples. The comments and item responses were analyzed. Items which were poorly worded or constructed were modified, and general format and print quality were improved before final mailing. Pretesting resulted in the improved format needed for effective data collecting.

Sample Selection

15. The sample designs for the impact and motivation studies were undertaken as separate efforts. The review of information requirements resulted in the selection of methods for obtaining necessary information and in identifying the study target samples.

16. A literature search was undertaken to identify all universities in the United States which offer programs for training personnel in the education of the handicapped. Many universities offer such programs within their Department of Special Education, but some universities offer speech and hearing

programs as a major, independent of a Special Education Department. The identification process, therefore, had to include this possibility. As a result of the effort in this task, the sample population was identified and refined, and a mailing list of 508 potential survey respondents (departments) was prepared.

The Motivation Sample

17. Initially, it was assumed that the sample groups could be identified through mailing lists of professional organizations. However, because these organizations were unable to allow use of their mailing lists of professional and student members, alternate procedures had to be developed.

The two major steps in the sampling procedure adopted were:

a. Assembly of the personnel mailing lists from various sources

b. Taking of random samples from these lists.

18. The compilation of all the sampling lists was accomplished by three separate methods. These methods are described for each sampling procedure in the text.

Conducting the Survey

19. Mail Distribution. To avoid confusion and assure that each questionnaire form was sent to right target groups quickly, special procedures were used:

a. Questionnaire forms were mailed processed sequentially, i.e., one form-type was mailed completely before another was started, etc.

b. Assembly line stuffing and checking procedures were set up using time/motion analysis for efficiency.

c. All questionnaires were batch mailed by state to speed delivery.

d. Preprinted return mail envelopes were included in each package.

e. Each questionnaire was stamped with its unique ID code number and logged out by number in a master logging control file.

20. Follow-up Procedures. Follow-up was carried on in accordance with procedures described in the text. A sequence of follow-up letters and telegrams was sent to a sample of motivation nonrespondents and to all impact nonrespondents.

FURTHER FEDERAL EFFORTS

21. The results of the survey suggest further work necessary to understand and control the manpower supply.

22. These efforts range from further use of the motivation scaling technique in estimating probable manpower losses, to a teacher migration study to estimate geographic manpower shortages and surpluses.

23. The experience gained during the study also suggests that Federal guidelines be established for developing local university information systems.

CONCLUSIONS

24. The results of the two surveys were positive in all respects. The impact of PL 85-926 cannot be denied. It increases the capacity of those universities receiving funds to supply manpower to the national pool. It improves not only the quantity but also the quality of graduating students. In addition, students receiving grants tend to attrite from the field far less than others.

25. The motivation study brought out the factors most important in attracting people to the field as well as the causes for attrition. It seems the relevancy of working with handicapped children, to ones personal values and to social values is a powerful magnet drawing in students. However, many students do not have a realistic image of the commitment in time and energy needed to be successful in education for the handicapped. Many balk at the training requirement for professional certification while others are overly concerned about pay and working conditions.

26. On the bright side, many students and practitioners realize the commitment needed and are willing to put forth the effort necessary to achieve success in the field. Suggestions are given in the text as to what must be done to create a more realistic public image of the Special Educator.

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I. INTRODUCTION

BACKGROUND

1.1 Under the auspices of the U. S. Department of Health, Education and Welfare, Office of Education, Bureau of Education for the Handicapped (BEH), a study entitled "Study of the Need for Educational Manpower for Handicapped Children and Youth" was initiated by Operations Research, Inc., (ORI). The information gained from the study is to be used as a basis for establishing programs to relieve the special education manpower shortage. The first of the two major objectives of the study was concerned with the development of an operational model that would permit the organized consideration of the factors affecting the requirements for special education in manpower.[1]

1.2 The second objective, and the one that is the topic of this Phase IV Report, concerns the determination and evaluation of those motivational factors which affect special education manpower supply, and the evaluation of the impact of public law (PL) 85-926 on the supply.

1.3 The Division of Training Programs, Bureau of Education for the Handicapped, U. S. Office of Education, administers the Grant Awards Program under this public law. Eligible participants are institutions of higher learning and state education agencies in all states and including Guam, Virgin Islands, American Samoa, and Puerto Rico.

1.4 The following basic types of grants are awarded to teachers, supervisors, researchers, and specialized personnel working with the handicapped:

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[1] Detailed descriptions of the work concluded in conjunction with the first objective are contained in ORI Technical Report 602, Study of the Need for Educational Manpower for Handicapped Children and Youth—Phase III Report, 1 May 1970.

a. Undergraduate Traineeships - provides traineeships for full-time study at junior or senior level.

b. Graduate Fellowships - assists colleges and universities in the preparation of professional personnel at the masters and post-masters levels.

c. Summer Session Traineeships - training program for full-time summer study not to include pre-, post-, and intersessions. Generally, summer session traineeships are for purposes of in-service education.

d. Special Study Institutes - multipurpose training vehicle that can be held for various types of personnel at various levels for various periods of time.

e. Program Development Grants:

   1. Regular: grants for increasing the number of and expanding existing quality programs to different levels of training.

   2. Special Projects: grants for planning, trying new models of training, and evaluating their effectiveness and efficiency.

1.5 Presently, there are more than 700 programs in approximately 250 colleges and universities receiving support under this program. In FY 1968, more than 13,000 persons received part-time training under this program. During the decade since the passage of PL 85-926, over 325 program development grants have been awarded to institutions of higher learning, 18,000 undergraduate and graduate students in special education have received assistance, 8,000 special educators have participated in summer institutes to improve their skills, and close to 18,000 persons have participated in special study institutes conducted by individual state departments of education.

1.6 The only quantitative data available at this time regarding results of the Federal grants come from a sample survey conducted by the Division of Training Programs covering award recipients studying during academic year 1965-66 which showed that in 1967 approximately 93 percent of the recipients were engaged in activities for the handicapped.

1.7 This summary has dealt with PL 85-926, as amended, from its passage through FY 1968. The public law has now been amended to include training of subprofessional personnel and others who do not require professional or advanced training.

PURPOSE OF THE REPORT

1.8 The purpose of this report is to present the findings, conclusions, procedures, and data which were developed during the conduct of the Phase IV portion of the Study of the Need for Educational Manpower for Handicapped Children and Youth. It includes:

a. A description of the procedures and techniques used to develop the information parameters necessary to the evaluation of the impact of PL 85-926 on the supply of special education manpower

b. A discussion on the determination of the motivation factors which affect the entrance into, retention in, and separation from the field of special education

c. A description of the data-gathering techniques as they apply to the questionnaire content and organization

d. An explanation of the sampling techniques which were developed and applied for both university response (impact of PL 85-926 on university training of special educators) and individual response (participant motivation)

e. A description of the questionnaire survey administrative procedures involving mailing, follow-up, coding, and preparation for input to the computer

f. A discussion of the survey findings and the resultant general conclusions as they pertain to both PL 85-926 impact and motivational factors

g. A tabular summarization of the data collected in the survey and an explanation of the data combinations which were evolved to aid in data analysis.

ORGANIZATION OF THE REPORT

1.9 This report is organized so that the reader need only read to the extent of detail necessary to satisfy his specific requirements. Section II reviews the Phase IV study objectives and describes the general findings and conclusions derived as a result of the work performed. In Section III, the procedures, techniques, and results associated with the tasks necessary to determine the impact of PL 85-926 on the supply of special education manpower are described. Because of the predominant role played by universities in the preparation of manpower for the special education field, this facet of the study has been designated as the University Impact Study. The constraints which established the level of the study, the analytical detail, and the quality and quantity of the data collected are discussed. This section similarly discusses the tasks associated with the determination of special education personnel motivations.

1.10 There are five appendices to this report. Appendix A contains a series of tables which make a respondent/nonrespondent comparison based upon five selected variables. Appendix B contains copies of the survey materials (cover letters, questionnaires, and follow-up letters and telegrams) that were used to obtain the survey data for both the University Impact Study and the Personnel Motivation Study. Appendix C consists of a detailed technical discussion on some statistical questions considered in the design of a plan to control avoidable nonresponse in the Personnel Motivation Study. Appendix D contains coded and tabulated data summaries for both the University Impact Study and the Personnel Motivation Study. Appendix E lists all the universities to which University Impact Study questionnaires were sent.

II. PHASE IV STUDY OBJECTIVES

SPECIFIED OBJECTIVES

2.1 The objectives of the Phase IV Study are to identify and evaluate motivational factors affecting the supply of manpower in the field of special education and to assess the role of PL 85-926 on the manpower supply. In accordance with these objectives, the focus of Phase IV is twofold:

a. Assessment of the impact of PL 85-925 on special education manpower supply

b. Determination of what motivates people to enter, remain in, and leave the field.

ACCOMPLISHMENT OF OBJECTIVES

2.2 Each objective is further defined into subobjectives to facilitate the more detailed identification of the specific end products necessary to the total accomplishment of the Phase IV effort. These subobjectives and a brief statement of their accomplishment procedures are contained in the following paragraphs.

Assessment of the Impact of PL 85-926

2.3 Since the major impact of PL 85-926 is on university programs, this part of the study is identified as the University Impact of PL 85-926. The four subobjectives of this study are to:

a. Design and implement a survey technique capable of collecting qualitative data on university programs directed toward training personnel in the field of education for the handicapped (EH). In response to this requirement, survey questions of two types were asked:

1. Objective quantitative questions on program parameters such as the number of graduates, and classroom space
2. Subjective qualitative questions that would interpret and verify the objective data, such as "Has PL 85-926 stimulated the university to supply additional funds to your program?"

b. Evaluate changes in on-going program quality which are directly attributable to PL 85-926 grant funds. These changes were evaluated by obtaining objective data for time periods before and after the funding was made available.

c. Identify alternate applications for funds that could increase the quality of fund results. Alternate areas for funding impact were obtained through opinion type questions asked of department chairmen, such as "Could you use graduate fellowship funds more effectively in some other way?"

d. Compare the overall nature of special education programs at funded universities with those at nonfunded universities to determine if there are any significant differences because of PL 85-926 funding. Special questionnaires were sent to nonfunded as well as funded universities to collect data for use in comparing their special education program characteristics.

Personnel Motivation Study

2.4 As with the other major objective, this objective has also been reduced to more detailed subobjectives to:

a. Conceptually define motivation with an accepted theoretical framework. A modified version of Lewins Field Theory was used to define the motivation concept.

b. Design a system by which motivation could be measured. A special psychological scaling technique was designed to operationally define the parameters of motivation.

c. Identify a sample in which to measure motivation characteristics in terms of this study. Eleven sample subgroups were generated which govern all phases of education and all career decisions considered in this study.

d. Integrate the study findings into a motivation profile analysis useful to BEH in controlling the special education manpower supply. The motivation potential of several motivating factors such as pay, prestige, and social relevancy are presented in terms of motivation profiles for relevant combinations of the 11 sample subgroups.

III. FINDINGS AND CONCLUSIONS

3.1 This section presents some of the study's findings and conclusions. Nevertheless, it is expected that additional findings of significance will be brought to light by the BEH research staff. For convenience in discussing the field of education for the handicapped, it will be abbreviated as EH in the following discussions.

3.2 This section is organized so as to present the findings and conclusions of the University Impact Study and the Personnel Motivation Study separately. For each question, the tabulation reference is cited, the question is restated, selected findings are presented and conclusions are discussed. Not all questionnaire items are included in the discussions as the findings on some items were inconclusive.

UNIVERSITY IMPACT STUDY

3.3 This discussion of findings concerning the impact of PL 85-926 on universities is presented in two parts. The first compares chairmen at funded (CF) and nonfunded (CNF) universities while the second similarly compares program area directors (PADs).

Chairmen Comparisons

3.4 Tab Reference. CNF Simple Tabs Nos. 2 and 3.

Question. Has PL 85-926 amended had any impact on your programs?

Findings.

	CNF (%)
Yes	31.74
No	61.91
No response	6.35

Of those CNF who felt the impact of PL 85-926 on their programs, about one third said they received PL 85-926 funds through their state Department of Education.

Conclusion. The impact of PL 85-926 has spilled over into many nonfunded programs. This is because of the money distributed through states, as well as generally improved standards in the field directly or indirectly attributable to the law.

3.5 Tab Reference. CNF Simple Tab Nos. 4 and 5.

Question. Does your department receive any Federal funding (CNF only)?

Findings.

	CNF (%)
Yes	31.75
No	61.90
No response	6.35

Conclusion. These percentages are identical to those on the question asking about the impact of PL 85-926 funds. This would indicate that all schools who receive other Federal funds also receive PL 85-926 funds through their states. This, however, is not the case; a review of specific responses indicates that a number of nonfunded chairmen of nonfunded programs are confused about what PL 85-926 funds really are. Some apparently have attributed the impact of other types of Federal funds to PL 85-926.

3.6 Tab Reference. CNF Simple Tab Nos. 6, 7, 8, and 9; CF Simple Tab Nos. 2, 3, 4, and 5.

Questions. Are traineeships effective in producing high quality students? Are fellowships effective in producing high quality students?

Findings.

Traineeship	CNF (%)	CF (%)
Yes	60.30	38.17
No	15.87	46.38
No response	23.81	15.46
Fellowship	CNF (%)	CF (%)
Yes	69.83	79.70
No	17.46	10.63
No response	12.70	9.66

Of the CNF universities, 60 percent felt that undergradaute traineeships were effective, while only 38 percent of the CF universities felt this way. A large number of both CNF and CF mentioned that traineeships help recruit better students to the program. In addition, the nonfunded chairmen indicated that traineeships were effective because they allowed high quality students to finish without interruption, while few funded chairmen mentioned this.

Of the CNF universities, almost 70 percent felt that graduate fellowships were effective, while approximately 80 percent of the CF universities felt this way. A large number of both CNF and CF mentioned that fellowships attract better students to the program and that funding aided qualified students to continue their education. In addition, a number of CF also cite that striving for academic aid results in excellent grade averages, and sets high standards for graduate work.

Conclusions. It can generally be concluded that funded universities would prefer to invest funds in training of graduate students rather than undergraduate students. On the other hand, CNF universities tend to be less discriminating in the use of funds. They seem to feel that funds can be used with about equal effectiveness for both graduates and undergraduates although slightly greater emphasis is placed on the use of fellowships for graduate students.

3.7 Tab Reference. CNF Simple Tab Nos. 10, 11, 12 and 13.

Questions. Do you feel that PL 85-926 funds would be of benefit to your program? Has your university ever applied to BEH for direct funding under PL 85-926?

Findings.

Benefit?	CNF (%)
Yes	84.12
No	1.59
No response	14.29

Ever Applied?	CNF (%)
Yes	55.55
No	20.64
Don't know	1.59
No response	9.52
Other	12.70

Of the CNF universities, 84 percent said that PL 85-926 funds would be of benefit to their programs. The most frequent reasons mentioned were to "Provide funding for staff increase, lecturers, consultants, support staff, etc.," and to "provide funding for program area additions or developments."

Over one-half of the chairmen report that they have applied for PL 85-926 funds. It is interesting to note that 6.35 percent of the chairmen said that they had not applied for funding since they were not familiar with PL 85-926.

Conclusion. The overwhelming majority of nonfunded institutions feel that PL 85-926 funds would be of benefit to them. However, only a little more than one-half have ever applied for this funding.

3.8 Tab Reference. CF Simple Tab Nos. 6, 7, 8, and 9.

Question. What was the impact of PL 85-926 funds on training programs and types of growth stimulated by funds (chairman funded)?

Findings. Funded chairmen most frequently reported two impacts of PL 85-926.

a. An increase in number and quality of faculty, support staff, consultants, lecturers, etc.

b. An overall increase in student enrollments.

Conclusion. The general impact of the law in the eyes of funded chairman, has been to increase the quality and size of the potential manpower supply. This is by all means the desired effect.

3.9 Tab Reference. CF Simple Tab No. 10.

Question. What are the detrimental effects of PL 85-926 (chairman funded)?

Findings. About 70 percent of the chairmen felt that there were no detrimental effects, while the most often mentioned negative effects are inadequacy or inconsistancy of funding and tendency of university administration to allow Federal money to carry the program with little administrative support money.

Conclusion. The overall impact of PL funds is hardly detrimental. The few people who did complain about funding did not say that it was in fact detrimental so much as inadequate.

3.10 Tab Reference. CF Simple Tab Nos. 11 and 12.

Question. Did PL funds stimulate university to supply additional funds (chairman funded)?

Findings. About 80 percent of responding chairmen indicated that the PL funds do indeed stimulate additional funds. Specific details are given in CF Simple Tab No. 7.

Conclusion. Apparently PL 85-926 funds have a catalytic effect on money supply to special education programs. Therefore, the gross impact of PL funds is multiplied. BEH and the nation therefore get a good return for their investment.

3.11 Tab Reference. CF Simple Tab Nos. 13 and 14.

Question. What is the impact of PL funding on quality of entering students?

Findings. Of the funded chairmen, 90 percent feel that PL 85-926 funding has increased the quality of entering students. Details are listed in CF Simple Tabulation No. 9.

Conclusion. As with all previous findings on the impact of funds, the overwhelming majority of respondents indicate positive effect of PL85-926.

3.12 Tab Reference. CNF Special Tab No. 1.

Question. What is the vertical movement of special education department in university organizational hierarchy?

Findings. Of all nonfunded departments, 65 percent have moved upwards, 31 percent have remained stationary and only 4 percent have moved downward.

Conclusion. Special education is playing an increasingly important roll. As a result, more and more priority is being given to teacher training programs whether or not they are at institutions directly funded by BEH.

3.13 Tab Reference. CF Figure

Question. What is the effect of PL 85-926 funding on total graduates per year?

Findings. Figure 1 represents the rate of increase in mean number of graduates per year for a 5-year period prior to PL 85-926 funding to a seven year period after funding regardless of reference year. Therefore, each point does not represent any real year, but a composite of all years relative to "first year of funding."

The findings are that schools which were eventually to be funded grew at the relatively slow rate of one more student per year to graduation. However, between the first and second year of funding, they increased on the average of six graduates from their programs. The rate of six per year continued until five years after first funding when the curve levels to between one and two students per year.

Conclusion. There can be no doubt that the impact of PL 85-926 on the growth rate of funded universities has been dramatic. The affect appears to be continuous for about four years of funding, after which the growth rate slows to about the same as before funding. This may be caused by the total output approaching maximum capacity for the school.

Program Area Director Comparisons

3.14 Tab Reference. PAD Cross Tab No. 1

Question. What is your Program Area by funding status?

Findings. Although the mental retardation and speech and hearing programs at both funded and nonfunded universities account for approximately 60 percent of the total programs, it is notable that nonfunded universities stress mental retardation programs to greater extent.

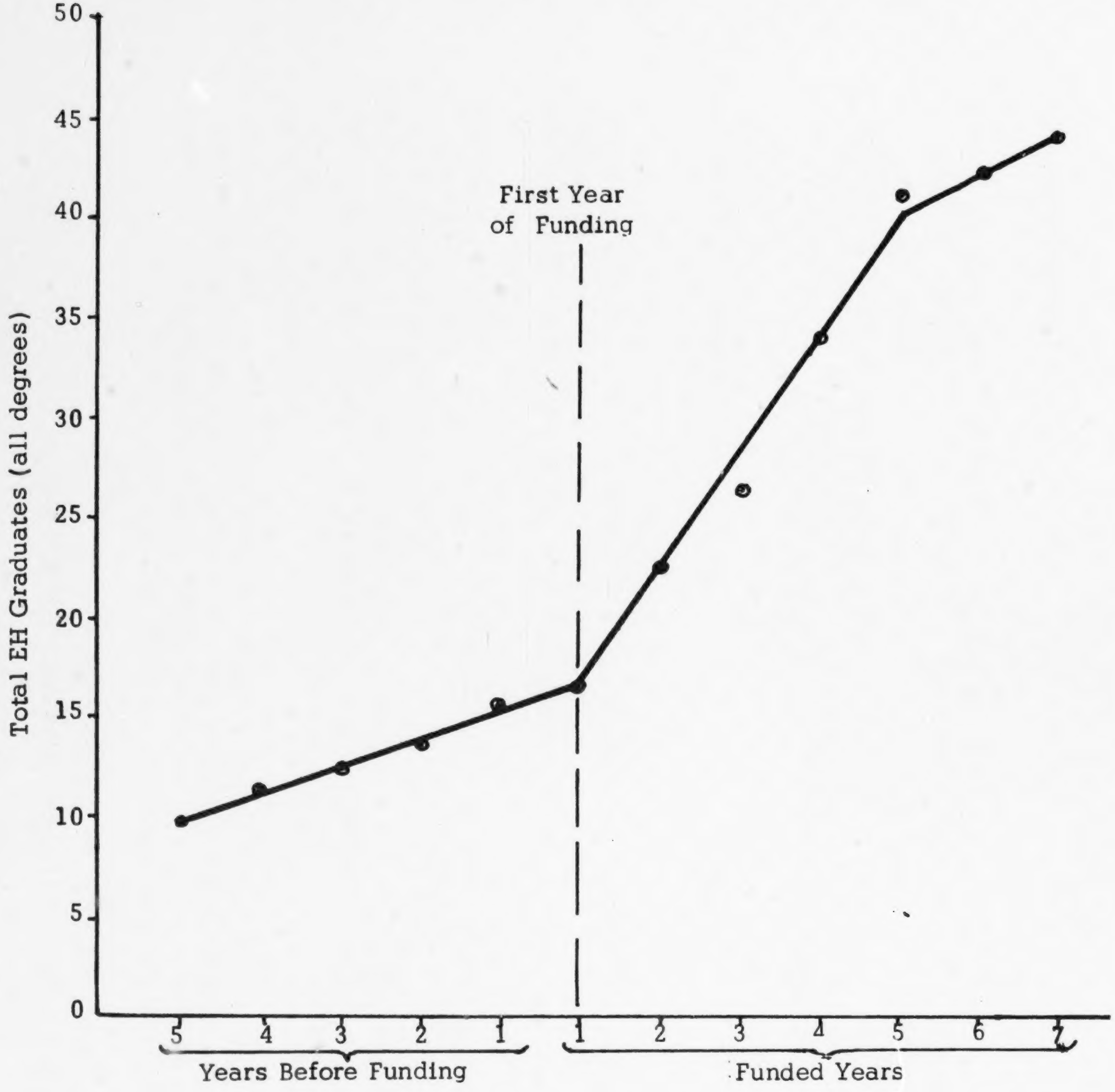

FIGURE 1. EFFECT OF PL 85-926 FUNDING ON TOTAL GRADUATES PER YEAR

Conclusion. The data bears out the expected effect of long emphasis on mental retardation and speech and hearing and the high rate of incidence for these handicaps. The number of programs may also have increased with demand, due to the publicity given to these two areas.

3.15 Tab Reference. PAD Cross Tabs Nos. 4 and 5.

Question. Have PL funds stimulated program growth by university funded status?

Findings. The two major results cited most often are an increase in the funded program's status at the university and an improved public image leading to increased enrollment.

Conclusion. PL funds apparently are responsible for generating "esprit de corps" among program faculty members because of improved credibility with the public.

3.16 Tab Reference. PAD Cross Tabs Nos. 8 and 9.

Question. What was the impact of PL funds on the program?

Findings. This question was answered by funded programs. The two outstanding responses on this item were that the funds allowed the development of new programs while strengthening existing ones by improving staff.

Conclusions. The overwhelming majority of program area directors imply that the impact of PL 85-926 has indeed been positive with respect to its purpose.

3.17 Tab Reference. PAD Cross Tabs No. 11

Question. Have PL funds stimulated the university to supply additional funds?

Findings. The vast majority of PADs imply that it is doubtful if university funding to specific areas was stimulated by PL 85-926.

Conclusions. It is probable that the PADs do not know all of the sources of their funds. Since over 80 percent of funded chairmen said that additional funds were stimulated by PL 85-926, an alternate possibility is that the additional funds are used up in the administration of the department and do not have impact on the programs directly.

3.18 Tab Reference. PAD Special Tab No. 1.

Title. Change in Full Time Faculty Devoting Full Time to Program.

Findings. Although there have been small increases in faculty at the MA and Doctorate levels, the largest increase per annum has been in post masters level faculty. However, this tapers off as reference years approach FY 1968-1969.

Conclusion. Apparently many doctoral students become full time faculty while working for their degree. However, it appears that they may not remain in teacher training after obtaining their degrees. As a result, the number of doctoral level faculty rises very slowly

3.19 Tab Reference. PAD Special Tabs Nos. 2 and 3.

Title. Change in Full Time Faculty Devoting Part Time to Program in Special Education and Part Time Faculty Devoting Part Time to Program.

Findings. The full time equivalent (FTE) of full time faculty who devote only part of their time to special education seems to have remained about the same over the years except for a large influx of post masters people for schools first funded in FY 1966-1967 which have had a mean increase of about six FTE people per year.

Conclusions. In general it seems as though funded special education programs are tending toward full time faculty with a concentration of post MA level teacher trainers.

3.20 Tab Reference. PAD Special Tab No. 4.

Title. Change in Credit Hours Offerred in Area by Reference Year.

Findings. The growth in credit hours offered increased from 3.75 per year to 5.87 between 63-64 then the average remains the same until 67-68 when it drops to 1.42.

Conclusions. Maximum effectiveness of funding on increased number of new courses offered is between 2 and 5 years. After that, the department may peak out as it reaches the limits of expansion.

3.21 Tab Reference. PAD Special Tab No. 5.

Title. Percent of Budget Supplied by PL 85-926, University Administration, Other.

Findings. It appears that just after funding PL funds supply an average of about 5 percent of the program budget and this increases at about 1 percent/ year for 5 years when it starts to taper off. On the other hand, university administration adds nothing more to the budget and "other" funds decrease at about the rate that PL funds increase.

Note: The percent of increase or decrease cannot be thought of in terms of dollars because the absolute size of the budget may change while the percent supplied by each remains the same.

Conclusions. PL 85 -926 funds appear to give a boost to the program budgets at first and then to continue support while other sources begin to "dry up." Nevertheless, the funds do not appear to stimulate added administration support.

3.22 Tab Reference. PAD Special Tab. No. 6.

Title. Change in the Number of Degrees Conferred by Reference Year.

Findings. There has been no increase in the number of doctorates and little increase in "other" degrees. However, the increase in number of MA degrees awarded per year becomes greater as reference years approach 1968-69.

Conclusions. Although there is no mean increase in doctorates conferred, regardless of reference year, funding produces a pronounced impact on the output of MA level graduates. This rate increase becomes smaller each year as the program reaches maximum capacity.

3.23 Tab Reference. PAD Special Tabs Nos. 7 - 11.

Titles.

7. The Mean Annual Rate of Increase in Applications Completed for Admission to PL 85-926 Funded University Special Education Programs by Degree Level
8. The Mean Annual Rate of Increase in Number of Students Enrolled by Funded Special Education Education Programs
9. The Mean Annual Rate of Increase in the New Student Handling Capacity of Special Education Programs
10. The Mean Annual Rate of Increase in Total Student Enrollments by Sex and Academic Level in Funded Special Education Programs
11. The Mean Annual Rate of Increase in Graduate Student Enrollments by Full Time/Part Time Status and Academic Level in Funded Special Education Programs
12. The Mean Annual Rate of Increase in Physical Plant Made Available to Funded Special Education Programs by the University Administration.

Findings. For Tabs 7-9, there are almost parallel increases in number of applications, enrollments and student handling capacity. The number of applications stays just above the number enrolled, while actual capacity remains above both of these at first. All three reach about the same rate after 5 years.

Tab 10 indicates an increase in female enrollment at the undergraduate level which is four times as great as that for males for all reference years. The rates are about the same for males and females at graduate levels.

Tab 11 indicates that there is an annual increase in graduate part time students which is twice that for the full time students at both the MA and post MA levels, but the increases are about the same at the Doctoral level.

Student capacity is usually related to physical plant capacity. Tab 12 shows a huge increase in physical plant after first funding and this increase drops off rapidly thereafter.

Conclusions. The fact that student handling capacity increases at a greater rate than enrollment at first may be an artifact caused by the large increase in space allotted to programs right after funding. Area directors may have misinterpreted capacity in terms of space rather than the true capacity to handle students. An additional consideration is that newly funded programs need time to re-organize before they can start thinking in terms of maximizing use of new capacity.

Apparently, "Student capacity" was not adequately defined for the PADs We do not know if the interrelation included FTE's of part time students or only full time students. If many PADs only indicated increases of full time students, this would account for the seeming subcapacity operation of the program because of the large increase in part time graduate students.

The increase in part time students is an important variable to be considered in the manpower supply chain.

If much of the teacher training capacity in special education is being taken up by part time students (and one can infer, with care, that many of these are female MA students), what does this do to the manpower supply? First, it takes longer to educate a part time student. Therefore, part time students tend to get discouraged and drop out before completing training. The motivation portion of this study points out that many of these "dropouts" go into special education practice anyway, but are not fully qualified.

People who will commit only part time to the study can hardly be expected to have a reliable full time commitment to practice. The motivation study also shows that the vast majority of dropouts are females.

It can be infered that part time study in special education should not be encouraged, and that some means must be found to attract more full time students into special education. In addition, males should be more actively recruited because of their lower attrition rate.

Student Comparisons

3.24 Tab Reference. SES, SED and RES Simple Tab Nos. 1 and 2.

Question. What was the most important thing that first caused you to consider EH or regular education?

Findings. The three factors most often cited by both special education students (SES) and special education dropouts (SED) were:

a. Personal contact with handicapped child (11 percent and 17 percent respectively)

b. Observation of and/or conversation with students or professionals in EH (11 percent and 13 percent respectively)

c. Personal desire to work with handicapped (10 percent and 9 percent respectively).

The most frequent responses by regular education specialists (RES) were observations of or conversations with students or professionals in education (21 percent), and the desire to teach children and/or young people (12 percent).

Conclusion. In general, both special education students and dropouts first considered the field of EH for the same reasons. The reasons given by RES for first considering becoming teachers are much the same as the reasons given by SES and SED for considering becoming special education teachers. The mediating factor causing consideration of special education specifically seems to have been personal contact with a handicapped child.

3.25 Tab Reference. SES and SED Simple Tab No. 3.

Question. When you entered training in EH, what prior experience did you have with handicapped children?

Findings. About 47 percent of SES and 50 percent of SED had prior experience with the handicapped before entering training. Of those who had prior contact with the handicapped, about one third of both the SES and SED said that this experience was in the home or neighborhood. The next most frequent response for both was contact in school.

Conclusion. The situation of first contacts with handicapped children are the same for both SES and SED. Therefore, knowledge of previous experience cannot be used to discriminate between students who will and will not drop out of training in EH.

3.26 Tab Reference. SES and SED Simple Tab Nos. 4, 5, 6, and 7.

Questions. What was your first source of information about EH (about teaching)? What were the main sources of your information about EH prior to your decision to enter training?

Findings. The first source of information for both SES and SED which was mentioned most frequently was observing or conversing with students or professionals in EH, and college EH department, clinic, or course related to dealing with EH. RES most frequently mention observing and conversing with education students as their first source of information. For both SES and SED, the most frequent responses to the question of main sources of information were the same as those given for first sources of information only slightly fewer respondents in both populations listed EH literature and mass media. One difference noted between SES and SED respondents was that about 18 percent of SES listing any source listed an individual concerned with, if not professionally involved with, EH field as a main source, while only about 9 percent of SED listed these as a main source.

Conclusion. It appears that the personal interest of professionals and/or students in training, when expressed to others, attracts students to the field. These personal contacts are not only the first, but also major, source of information about the field of special education (or regular education).

3.27 Tab Reference. SED Simple Tab Nos 8 and 9.

Question. What is your current major or job speciality (SED)?

Findings. The two largest categories for SED were education for the handicapped (26 percent) and regular education (24 percent). Of all SED, from this 60 percent listed their current major or job speciality as some form of teaching or a related social science field, 33 percent listed fields not related and about 7 percent do not have a present field.

Conclusion. The vast majority of SED's remain in the field of EH. They appear to drop out of training and enter practice before completing their formal course of study.

3.28 Tab Reference. Simple Tabs SES No. 8, SED No. 10, RES No. 10.

Questions. What was your first contact with handicapped children? What contact have you had with handicapped children or adults?

Findings. Both SES and SED most often had their first contact with handicapped children in a school situation. The next largest situation of contact for both SES and SED was at home or in their neighborhood. About 93 percent of RES said they had had contact with a handicapped person. In the case of RES, home or neighborhood was the most frequently mentioned place of first contact, followed by camp and then school. It is interesting to note that none of the RES indicated that they specially avoided contact with the handicapped.

Conclusion. It appears that the situations in which handicapped children are first contacted do not differ to any great extent for SES, SED or RES.

3.29 Tab Reference. Simple Tabs SES No. 9, SED No. 11, and RES No. 11.

Question. What was your relationship to the first handicapped person contacted?

Findings. For SES and SED, the largest number of respondents indicated that their relationship to the first handicapped person contacted was of a preprofessional worker in EH. For SES, this is followed closely by contact with a friend or neighbor who is handicapped. Fewer SED cite friends or neighbors as the first handicapped person contacted. Approximately the same number of SES and SED report a teacher or clinician as their first contact. In the case of RES, about the same number report "teacher or clinician" and "preprofessional work in EH," with lesser numbers reporting friends, neighbors, or secondary relatives.

Conclusion. Although there appear to be minor differences among SES, SED, and RES, with respect to the relationship to the first handicapped person contacted, these differences are too small to be considered significant, in the light of the high rate of nonresponse to these questions.

3.30 Tab Reference. SED Simple Tab Nos. 13, 14, 15, 16, 17, and 18.

Questions. What first caused you to seriously consider leaving training in EH (SED only)? What were the main sources of the information upon which you based your decision to leave training in EH (SED only)? What were the main reasons you left EH training (SED only)?

Findings. Responses to the three questions about were very similar. In general, respondents cite personal reasons, greater interest in another field, and the EH curriculum as reasons for dropping out of special education training.

Conclusion. It appears that the reasons for leaving are based on loss of interest or inability to meet academic standards and/or personal requirements such as emotional stability.

3.31 Tab Reference. SED Simple Range Tab No. 1.

Question. At what age did you decide to leave special education training?

Findings. About 70 percent of SED decided to leave training before 20 years of age, or most likely before the end of their junior year in college. An additional 21 percent dropped out at between the ages of 21 and 25.

Conclusion. The greatest loss of special education manpower in training is at the undergraduate level.

3.32 Tab Reference. SES Simple Tab Nos. 11 and 12.

Question. Do you receive any Federal aid (SES only)?

Findings. Of those answering the question, 58 percent said they receive Federal aid. Types of Federal aid most frequently mentioned were graduate fellowships and undergraduate traineeships. Six percent indicated PL 85-926 funding.

Conclusion. Since a much higher proportion of SES than the 6 percent reporting PL 85-926 funds actually receive these funds, it appears that a large proportion of those receiving PL funds are not aware of their source.

3.33 Tab Reference. SES Simple Tab No. 13.

Question. Do you think you will reamin in EH for at least five consecutive years of practice following traing (SES)?

Findings. Of those responding to the question, 57 percent indicated that they expected to reamin in the field at least five years. A large proportion (28 percent) were undecided, while about 14 percent said they would not. Those who would leave were asked if they would ever return and they responded:

Yes	65%
No	11%
Undecided	24%

Of those who do not expect to remain in practice for 5 consecutive years after completing training, about two thirds plan to return to the field at some later time.

Conclusion. The majority of SES plan to stay in the field for at least five years after training. Of those who do not plan to stay five years, the large majority plan to return. Therefore, the loss in manpower is not as great as would appear at first glance.

3.34 Tab Reference. RES Simple Tab No. 3.

Question. Did you ever train for a career in EH (RES only)?

Findings. About 15 percent of RES hand trained for EH at some time.

Conclusion. These findings are consistent with previously mentioned findings indicating a flow of manpower between special education and regular education.

3.35 Tab Reference. SES and SED Average-Per. Tab No. 1.

Question. What were the average numbers of semester hours completed before entering EH training (by PL funding status)?

Findings. For SES, there was little difference in the average number of semester hours completed by those receiving funds, although those not receiving funds had slightly more hours. For SED, those receiving PL funds had three times as many semester hours as those not receiving PL funds.

3.36 Tab Reference. SES Simple Tab No. 13.

Questions. Do you think you will remain in EH for at least 5 consecutive years of practice following training? If no, do you think you would return to the field at a later time?

Findings. Of those responding to the question, 5 percent indicated that they expected to remain in the field at least 5 years. A large proportion (28 percent) were undecided, while about 14 percent said they would not remain in the field. Those who would leave were asked if they would ever return and they responded

Yes	65%
No	11%
Undecided	24%

Of those who do not expect to remain in practice for 5 consecutive years after completing training, about two thirds plan to return to the field at some later time.

Conclusions. The majority of SES plan to stay in the field for at least 5 years after training. Of those who do not plan to stay 5 years, the large majority plan to return. Therefore, the loss in manpower is not as great as would appear at first glance.

3.37 Tab Reference. RES Simple Tab No. 3.

Question. Did you ever train for a career in EH (RES only)?

Findings. About 15 percent of RES had trained for EH at some time.

Conclusions. These findings are consistent with previously mentioned findings indicating a flow of manpower between special education and regular education.

3.38 Tab Reference. SES and SED Average Per Tabs. No. 1.

Question. What were the average numbers of semester hours completed before entering EH training (by PL funding status)?

Findings. For SES, there was little difference in the average number of semester hours completed by those receiving funds, although those not receiving funds had slightly more hours. For SED, those receiving PL funds had three times as many semester hours as those not receiving PL funds.

Conclusions. At the time when they decided to enter special education, SED fund recipients were further along in their education than were the SES fund recipients.

3.39 Tab Reference. SES Cross Tab No. 4.

Question. What formal education degree held when entered EH training by PL 85-926 funding? Status?

Findings. Twice as many SES with funding had received their BA degree before entering EH training as compared to SES without funding.

Conclusions. Of SES, those who received funding tend to have more educational background upon entering EH training than those without funding.

3.40 Tab Reference. SES Cross Tab No. 5.

Question. Did the amount and kind of financial aid available help motivate you(by sex)?

Findings. Only one fourth of the women responding said that the amount or kind of financial aid available had an effect on their motivation to enter EH training while more than one half of the men said the aid had an effect.

Conclusions. Apparently, the amount and kind of financial aid available is proportionally more effective in attracting men to the field.

3.41 Tab Reference. SES Cross Tab No. 6.

Question. Did the amount and kind of financial aid available help motivate you to enter EH training (by type of SES responding)?

Findings. About one half of students receiving PL funds at funded universities said that financial aid had an effect on their decision to enter EH, while about four fifths of students not receiving funds at the same universities said that aid had no effect. Students not receiving funds at funded universities and students at nonfunded universities were about the same in this respect. Six times as many recipients as nonrecipients at funded universities said the aid was very important in motivating them.

Conclusions. Apparently, a larger percentage of recipient students at funded universities were motivated to enter the field by PL funds, than nonrecipients at funded universities and students at nonfunded universities. This may indicate that PL financial aid has attracted people who might have chosen another field if the funds were not available in EH.

3.42 Tab Response. SES Cross Tab No. 7.

Question. How many miles traveled from home to university to attent special education training (by PL funding - Status)?

Findings. In general, students receiving funding traveled shorter distances.

Conclusions. Although it might appear that PL funding favors local students, this may, in part, be because graduate students have established permanent residence in the university town.

3.43 Tab Reference. SES Cross Tab No. 9.

Question. When you decided to enter EH did you think it might improve your draft status (by sex)?

Findings. Only about 6 percent of males answering thought EH training would improve their draft status. About one third of the males said that the question was not applicable to them.

Conclusions. The large number of males choosing "not applicable" on this question could be a function of age, physical disability or previous service in the armed forces. It is interesting to note that the majority of men do not enter (or do not admit to entering) EH training to improve their draft status.

3.44 Tab Reference. SES Cross Tab No. 10.

Question. What is your evaluation of the quality of training (by type of SES responding)?

Findings. About one half of all student rate their EH training as "good" regardless of their funding status or the funding status of their university. However, 40 percent of recipients at funded universities rate their education as "excellent", while only about 27 percent of the nonrecipients at the same universities feel the same way. On the other hand, less than 1 percent of recipients at funded universities rate their education as "poor" while 3 percent of nonrecipients and 4 percent of students at nonfunded universities rated their education as "poor."

In general, students at funded universities rate their education higher than those at nonfunded universities.

Conclusions. The perceived educational quality at funded institutions is superior to that at nonfunded ones and the attitude of recipient students with regard to the quality is better than that of nonrecipeints.

3.45 Tab Reference. SES Cross Tab No. 14.

Question. Will you remain in EH for at least 5 consecutive years after training (by type of SES responding)?

Findings. The proportion of students who definitely feel they will not remain in the field for 5 consecutive years after training is about the same for all SES types. However, almost twice as many nonfunded students as funded students, regardless of university funding status, are undecided, and a smaller proportion feel that they will definitely remain for 5 years.

Conclusions. Recipients of PL 85-926 funds seem to be a more stable supply of EH manpower.

3.46 Tab Reference. SES Range Cross Tab No. 5

Question. What was your age when you first entered special education training (by sex)?

Findings. More than one half of the women enter special education training by age 19, while only slightly more than one fourth of the men had entered by this age.

Conclusions. Men tend to enter special education training at later ages than women.

3.47 Tab Reference. SED Cross Tabulations

General Statement. The vast majority of SED reported themselves as nonfunded. Only 3 percent of all SED had ever been funded. Therefore, no comparisons can be made between funded and nonfunded SED's. According to classification by university records, 90 percent of SES were nonrecipients at funded universities. The two remaining categories, recipients at funded universities and students at nonfunded universities are both too small to allow comparisons among these three groups. In addition only about 13 percent of the SEDs were males. Therefore, caution should be exercised in interpreting any differences because of sex.

Conclusions. A detailed analysis of the SED cross-tabulation has not been undertaken because of the limitations of data listed above; however, these tabulations have been included in Appendix D because they do contain information of possible use to the BEH.

PRACTITIONER COMPARISONS

3.48 Tab Reference. SEP, SEA, and REP Simple Tabs Nos. 1 and 2

Question. What was the most important thing that caused you to first seriously consider EH or regular education as your field?

Findings. Personal contact with a handicapped child and a personal desire to work with the handicapped were two of the three most frequently mentioned reasons for first considering EH by both Special Education Practitioner (SEP) and Special Education Attritee (SEA). The other most frequent response by SEP was their desire to fill the need for trained EH teachers. Although this response ranked high (4th) for SEA, the third most frequent response was an original interest in a related field. In the case of Regular Education Practitioner (REP), the two most frequent responses are a desire to teach children and/or young people and observing or conversing with students or professionals in education.

Conclusions. With only slight differences, both SEP and SEA first considered the field of EH for similar reasons. Again, as in the case of SES, SED, and RES, the mediating factor causing consideration of special education, specifically seems to have been personal contact with a handicapped person.

3.49 Tab Reference. SEP and SEA Simple Tabs No. 3

Question. When you entered training in EH, what prior experience did you have with handicapped children?

Findings. All those answering the question indicate that they had prior experience with handicapped children before entering training. About one-half of SEP and SEA said this prior experience was in a school situation, and about 30 percent cited the home or neighborhood. One difference between the SEP and SEA is that about 12 percent of the SEP mentioned camp or a related situation as prior experience while none of the SEA mentioned this.

Conclusions. There appears to be very little difference between situations of prior experience with handicapped children for SEP and SEA; however, the unique interpersonal experiences with handicapped children that are likely to take place in a camp situation may help sustain commitment to the field.

3.50 Tab Reference. Simple Tabs; SEA and SEP Nos. 4,5,6, and 7;
REP Nos. 6 and 7

Question. What was your first source of information about EH (about teaching)? What were the main sources of your information about EH prior to your decision to enter training?

Findings. The first sources of information for both SEP and SEA which were mentioned most frequently were observing and conversing with students or professionals in EH and college EH departments, clinics, or courses related to or dealing with EH. REP mention most frequently observing and conversing with education students, parents and/or relatives, and college education department or course relating to education as their first source of information. Only slightly fewer respondents in both populations listed EH literature and mass media.

Conclusions. It appears that, as in the case of SES and SED, the personal interest of professionals and/or students in training when expressed to others, attracts students to the field of special education (or education).

3.51 Tab Reference. SEA Simple Tab Nos. 8 and 9

Question. What is your current job title (SEA only)?

Findings. Of those responding to the questions,the three largest categories for SEA were teachers (41 percent), fields related to EH (17 percent) and therapists (14 percent).

Conclusions. The crossover between regular education and special education is quite evident. Many special educators having prior experience in regular education and a background in special education is common among regular educators.

3.52 Tab Reference. Simple Tabs, SEA No. 10, SEP No. 15, REP No. 11

Question. What was your first contact with handicapped children? What contact have you had with handicapped children or adults?

Findings. Both SEP and SEA most often had their first contact with handicapped children in a school situation. The next largest situations of contact for both SEP and SEA are at homr or in their neighborhood and in a medical or occupational therapy setting. About 80 percent of REP said they had had contact with a handicapped person. In the case of REP, school was also the most frequently mentioned place of first contact, followed by home or neighborhood. It is interesting to note that of the 20 percent of REP saying they had no contact with handicapped persons, no one said that they had specifically avoided the contact.

Conclusions. It appears that the situations in which handicapped children are first contacted do not differ for SEP, SEA, and REP. The situations mentioned are the same as those already noted for SES, SED, and RES.

3.53 Tab Reference. Simple Tabs, SEA No. 18, SEP No. 12, REP No. 12

Question. What was your relationship to the first handicapped child contacted?

Findings. For SEP, SEA, and REP, the relationship to the first handicapped child contacted was as a teacher or clinician. For SEA and REP, the second most frequently mentioned relationship was a friend or neighbor. In the case of SEP, however, the second most frequent response was as a student teacher. This response ranks fourth for SEA and barely mentioned for REP. Eighteen percent of SEP and 7 percent of SEA mention first contact with handicapped in preprofessional work in EH. The following listing summarizes the responses to this question for both practitioners and students.

	REP	SEP	SEA	RES	SES	SED
Professional contact	37	50	47	22	15	14
Preprofessional contact (including student teaching)	5	22	23	33	34	35
Friend, neighbors, classmates	29	12	18	18	25	18
Family, (immediate and secondary)	17	9	8	28	14	20
Observing and conversing with students and professionals in field	12	7	4	-	10	12

Conclusions. It appears that neither practitioners nor attritees had extensive preprofessional contacts with handicapped children, whereas present students and dropouts have had this experience. This is probably a result of reduced social stigma and increased opportunity for early contact with the handicapped. In addition, regular education students and practitioners, and special education dropouts have a much higher incidence of first contact with handicapped through their family or relatives.

3.54 Tab Reference. Simple tabs, SEP No. 13, SEA No. 11, REP No. 13, SES No. 10, SED No. 12, RES No. 12

Question. Are you or any member of your family handicapped?

Findings.

Tabs	Percent Saying They or a Member of Their Family is Handicapped
SEP	13
SEA	13
REP	6
SES	13
SED	15
RES	13

Except, perhaps for a lower percentage of REP, there are no differences among the groups with respect to the proportion indicating personal or family handicap.

Conclusion. These findings do not support the speculation that a large proportion of people go into the field of special education because of a personal or family handicap.

3.55 Tab Reference. Simple Tabs, SEA Nos.12, 13, 14, 15, 16, 17

Questions. What first caused you to seriously consider leaving practice in EH (SEA only)? What were the main sources of information upon which you based your decision to leave practice in EH? What were the main reasons you left practice in EH?

Findings. Responses to the three questions above were very similar. By far the most frequently mentioned reason for leaving or deciding to leave was to start a family. Other frequently mentioned responses were: disagreement with school policies regarding handicapped children, relocation to school districts not offering EH, and subsalary potential in EH. Although females tend to attrite at a higher rate, a large portion returned after 2-7 years, whereas the males rarely return once they have left.

Conclusions. It appears that high attrition can be expected because of the large percentage of female practitioners who leave for reasons related to family obligations. An additional source of attrition seems to be professional disagreement with both school policy and administration in the handling of handicapped children. It would be interesting to conduct further research into these professional disagreements regarding the age of the dissenting practitioners and the training and EH experience of the administrators involved. The high attrition rate for women is really an artifact of women leaving the field for a short term to raise a family. Their feelings toward the field are not necessarily negative. On the other hand, men leave because they become dissatisfied with the field.

It would be interesting and valuable to study the rate of return for women attritees in more detail.

Note. Although about 10 percent of present practitioners attrited at some time during their EH career, less than 1 percent did not return. Because of these small numbers, no conclusion can be drawn about reasons given for not returning to the field.

3.56 Tab Reference. Average Per Tab, SEP No. 1, SEA No. 1

Question. What was the average number of semester hours completed before entering EH training (by funding status).

Findings. For SEP, there was little difference in the average number of semester hours completed between those receiving PL funds and those not receiving PL funds, although those receiving had slightly more hours. For SEA, those not receiving funds entered training after completing almost one full college year more than those receiving funding. Only about twice as many practitioners as attritees have been recipients of PL 85-926 funds.

Conclusions. SEP receiving funds were further along toward completing their education than SEA receiving funds when they decided to enter special education training. It is interesting to note that the exact opposite was true in the case of students receiving funding.

3.57 Tab Reference. SEP Cross Tab No. 3

Question. Did you ever train for a career in EH (by type of SEP responding)?

Findings. About 20 percent of special education classroom teachers have not trained for a career in special education. In addition almost 30 percent of special education administrators have not trained for a career in special education. However, only about 10 percent of university teacher trainers have no training for a career in special education.

Conclusions. A relatively large group of special education teachers are not adequately trained for the position. In addition, an even larger percentage of special education administrators are not so trained. This administrative lack of knowledge might be one reason for the attrition caused by disagreement with administrative policy concerning treatment of handicapped children. On the other hand, the vast majority of teacher trainees have had formal training in special education. This is a necessary requirement for high standards of educational quality.

3.58 Tab Reference. SEP Cross Tabs No. 12 and 13

Question. What is your evaluation of quality of EH training (by PL 85-926 funding status and by type of SEP responding)?

Findings. There are no differences in evaluation of quality of EH training by PL funding status or by type SEP responding.

Conclusions. This finding could be because most funded practitioners were trained before funding had time to affect conditions. Comparing this with attitudes of present students would tend to bare this point out. However, it must be realized that an evaluation of the quality of training done in retrospect, after actual experience, is likely to differ from one given during training.

3.59 Tab Reference. SEP Cross Tab No. 14

Questions. What is your present title (by PL funding status)? What is your present work setting?

Findings. There are few differences between recipient and nonrecipients except that about three times as many recipients become special education coordinators and about twice as many become teacher trainers. In addition, a lower percentage of recipients went into public school teaching, while a higher percentage went into college teaching.

Conclusions. Although findings do not suggest radical differences between recipients and nonrecipients, the former may tend to go into administrative and university positions more often.

3.60 Tab Reference. SEP Range Tab No. 2

Question. What was your age when you first entered teacher training (by sex)?

Findings. Of the women responding to the question, 58 percent first entered teacher training by the age of 19, while only 27 percent of the men had entered by the same age.

Conclusions. Men tend to enter teacher training at a later age than women.

3.61 Tab Reference. SEP Range Tab No. 4

Question. At what age did you decide to enter special education training (by type of SEP responding)?

Findings. By age 21, about 40 percent of the special education classroom teachers and 48 percent of the university teacher trainees had decided to enter special education training, while only 9 percent of the administrators had so decided.

Conclusion. Administrators in the field of special education made the decision to enter special education at a later date than either teachers or teacher trainers.

SEA GENERAL STATEMENT

3.62 The SEA cross tabulations by PL funding status indicates that only 10 percent of all SEA were funded. Therefore, no detailed analysis can be made using PL funding status as a major breakdown. However, these tables have been included in the final report as they may contain some information useful to BEH. In addition, the overwhelming majority of attritees were female. For this reason, great care should be exercised in the interpretation of cross tabulations by sex.

3.63 Tab Reference. Cross Tabs No. 1 and 2

Question. What is the sex ratio for SED and SEA (ever funded by any source other than self and PL funding status)?

Findings. About 50 percent of all attritees received some financial aid while only about 10 percent received PL 85-926 funds. This is true for both males and females. On the other hand, about 60 percent of the SEP received some funding and about 10 percent received PL 85-926 funds.

Conclusions. In general, PL 85-926 fund recipients exhibit about the same sex ratio as those funded by any source other than self. Funding in general does not apparently play a role in keeping people in the EH field. However, recipients of PL funding tend to remain more than do recipients of other types of funding.

3.64 Tab Reference. SEA Range Tab No. 1

Question. What is your present age (by sex)?

Findings. More than one half of all women SEA are under 30, while only a little more than one fourth of the male SEA are under 30.

Conclusions. The age distribution for SEA by sex is about the same as that for SEP.

3.65 Tab Reference. SEA Range Tab No. 4

Question. At what age did you decide to enter special education training (by sex)?

Findings. About 65 percent of women SEA decided to enter special education training by age 22, while none of the men had so decided.

Conclusions. As in the case of SEP, men decide to enter the field at an older age than women.

3.66 Tab Reference. SEA Range Tab No. 12

Question. At what age did you decide to leave special education practice (by sex?

Findings. About 45 percent of women attritees had decided to leave practice by age 25, whereas only 11 percent of the male SEA had so decided.

Conclusion. Almost one half of the women attritees had already decided to leave special education before the majority of male attritees had even entered the field.

MOTIVATION SCALE PROFILES NOS. 1-25—FINDINGS

3.67 To answer the question, "what makes people enter, remain in, and leave education for the handicapped", this analysis concentrates on the overall picture of motivation rather than on subset analysis.

3.68 It was found that there are definitely several factors which are key features in attracting people to the field. It appears that about the same factors both people who will remain in the field and those who will drop out. The difference is that the magnitude of the motivation to enter training is higher for those who remain. In addition people who later drop out (SED, SEA) show that they had many misconceptions about the field. Their motivation values[1] drop drastically across the board soon after getting a taste of reality in study or practice. In general, those who remained in the field had increases and decreases in satisfaction for different aspects, but an overall increase in the satisfaction they obtained from their jobs. For example, mean satisfaction over all 21 aspects of practice for the decision to enter training for SEPs was 3.07 while for SEAs it was slightly higher, 3.12. This should be thought of as the amount of satisfaction they expected to obtain by going into education for the handicapped.

3.69 The amount of satisfaction actually obtained by each group is given by the mean satisfaction score for all 21 aspects of practice, for the decision to remain in EH for SEPs (3.43), and for the decision to leave EH for SEAs (2.22). Note that the SEP overall satisfaction increased 0.36 points while that for SEAs dropped 0.90 points.

3.70 Table 1 gives a sample of the most and least satisfying factors in education for the handicapped except when entering the field. The factors with high scores are most responsible for attracting people to the field.

3.71 To determine what causes people to leave the field, Table 2 presents the lowest scores for SED and SEA at the decision to leave training and practice respectively. This table leads to the following conclusions:

3.72 It appears that the more abstract attractions such as the relevancy of teaching the handicapped to personal values and to society, combined with the delight one gets from working with handicapped children, are the most important factors in attracting people to the field. However, it also appears that many people who would like to satisfy the benevolent self-image of "teacher-healer" are not willing to suffer the long training period and the often difficult course work. (It was noted that this is particularly true in speech and hearing where a masters degree is required to attain professional status.) As they train, their shining, unrealistic image of a career in special education begins to

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[1] See discussion of Motivation in Section IV. Interpretation of the motivation scale profiles will be more easily understood after a review of motive theory in Section IV.

TABLE 1

FACTORS EXPECTED TO CAUSE THE MOST AND LEAST SATISFACTION WHEN ENTERING TRAINING IN EH

	Most Satisfying (above 5.00)		Least Satisfying (below 1.42)	
	Factors	Scale Score	Factors	Scale Score
SES	Interest Level of Course Material in Training	7.33	Difficulty of Work	1.32
	Quality of Training	6.20	Length of Training Required	1.41
	Working with Handicapped	8.70	Peer Status	1.14
	Relevancy of Work to Personal Values	8.43	Leisure Time	1.10
	Social Relevancy	6.30		
SED	Interest Level of Work	6.72	Length of Training	.46
	Quality of Training	5.01	Financial Aid Available	.87
	Relevancy of Work to Personal Values	7.83	Difficulty Level of Work	1.20
	Working with Handicapped	7.71	Amount of Time for Leisure	.44
	Social Relevancy	5.71	Status with Peers	1.27
			General Working Conditions	1.32
SEP	Social Relevancy	5.37	Leisure Time	.37
	Working with Handicapped	7.85	Starting Pay	.90
	Relevancy to Personal Values	7.86	Peer Status	1.32
			General Working Conditions	1.35
SEA	Working with Handicapped	8.31	General Working Conditions	.23
	Relevancy to Personal Values	7.47	Peer Status	.24
	Social Relevancy of Work	5.22	Starting Pay	.79
	Ease of Finding a Job	5.08	Prestige	.94
			Leisure Time	1.08
			Public Image	1.17

TABLE 2

FACTORS IN EH WHICH WERE MOST DISAPPOINTING AT DECISION TO LEAVE

Sample	Factors Rated Under 1.00	Scale Score
	Factors	
SED	Financial Support Available	.77
	Difficulty Level of Work	-0.33
	Length of Training Required	-0.87
	Work Hours in EH	.86
	Work Conditions in EH	.83
	Amount of Time Left to Leisure	.53
	Difficulty Level of Work Itself	.67
	Lack of Peer Status	.92
	Time Left to Spend with Family After Work	.71
SEA	Rate of Advancement in EH	.18
	Prestige Associated with Work	-1.08
	Working Conditions	-3.11
	Peer Status	-0.24
	Starting Pay	-0.13
	Salary Potential	.89
	Public Image of EH Teacher	.26

tarnish. They become aware that their peers do not look up to them quite as much as expected, so they drop out of training. The dropouts probably will try regular education and do quite nicely as the public image of the regular education teacher is fairly accurate and well established.

3.73 The public image of the Special Educator is however a different matter. Very little publicity is given to wide-spread, difficult working conditions, both physical and administrative. The low pay is not publicized. The image is vague but somewhat glamorous and above all unrealistic.

3.74 The Peace Corps had a similar problem, in that their working conditions were poor and their pay low (a far worse situation than exists in education for the handicapped. They reduced their dropout rate by emphasizing a public image which was truthful about conditions, pay, etc. This served to discourage people who were not equipped to endure the conditions prerequisite to the rewards. Perhaps a more realistic image would help attract more students to education for the handicapped, who will then not become disillusioned.

3.75 Very often a student will stay on through training, hoping that practice will be more rewarding. Nevertheless, once in practice, the low salary, poor working conditions, and lack of prestige are enough to overcome all love of working with children, and they become attritees.

3.76 On the brighter side, the majority of people attracted to education for the handicapped have a fairly realistic image of the field when they enter. They know what will be required of them and they complete training and enter the field. Those who remain seem to find more and more satisfaction from their work despite what is to others low pay, poor working conditions, and little prestige. Their satisfaction in contributing to society and especially to children makes most draw-backs unimportant.

IV. DESCRIPTION OF STUDY ACTIVITIES

INTRODUCTION

4.1 This section details the activities which occurred from inception of impact study through its completion. The objective for each task, as well as the procedure for its accomplishment and the results obtained from each task, are discussed.

4.2 This description is presented so that the actions necessary to accomplish the study may be fully understood, and so that the results may be evaluated in the light of the procedures necessary to accomplish them.

OVERVIEW

4.3 In 1953, Congress first allocated money for research in the field of education for the handicapped. Since that time, there has been an ever-increasing amount of Federal aid specifically allocated to the field.

4.4 Public Law (PL) 85-926, enacted in 1958, was the first congressional attempt to participate in the development of the supply of personnel for the education of the handicapped. However, the law was limited to the provision of funds only for preparation of administrative personnel in education of the mentally retarded. PL 87-276, enacted in 1962, provided funds for the preparation of teachers of the deaf. Thus, Congress began to expand its involvement in special education.

4.5 In 1963, PL 88-164 amended PL 85-926 and combined it with PL 87-276. PL 85-926, as amended, granted authority to provide Federal aid to all education for the handicapped programs. The purpose of these appropriations was to increase the supply of special education manpower.

4.6 Some previous studies have investigated the utilization of funds [1] and the status of Education for the Handicapped training programs. [2] One study was conducted to evaluate the impact of graduate fellowships in one area of funding.[3]

4.7 The Phase IV study has for its objective the evaluation of the impact of PL 85-926 on all areas that train teachers of the handicapped and the determination of those factors which motivate personnel who are, or have been, associated with this area of education.

4.8 The tasks prescribed for this Phase IV study have been applied toward the accomplishment of each of the two major objectives. For the convenience of the reader and the orderly presentation of study activities, the objective efforts and the results of each task are discussed individually for the University Impact Study and for the Personnel Motivation Study.

UNIVERSITY IMPACT STUDY

4.9 The overall objective of this part of the Phase IV study was to assess the impact of PL 85-926 on special education manpower. To accomplish this objective, the tasks described in the following paragraphs were performed.

Study HEW PL 85-926 Records

4.10 Objective. The purpose of this task was to evaluate the records that exist in the HEW PL 85-926 file to determine the availability and accessibility of university information concerning the impact of PL 85-926 on the characteristics of their programs for the training educators of the handicapped.

4.11 Procedure. Four of the nine BEH areas of handicapped were selected for review, and one institution within each of these areas was selected and traced back through the years for which it applied for funding. The following records were reviewed:

Area	Institution	Years
Visually Handicapped	San Francisco	1965 through 1969
Mental Retardation	U. of Illinois	1965 through 1969
Emotionally Disturbed	U. of Michigan	1964 through 1969
Learning Disabilities	Peabody	1967 through 1969

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[1] Charles J. Horn, Federal Aid for the Preparation of Personnel to Teach the Handicapped. Doctoral Thesis; University of Illinois, 1969.

[2] Herman L. Seattler, Students in Training Programs in the Education of the Handicapped. Doctoral Thesis; University of Illinois, 1969.

[3] J. Hebeler, An Evaluation of the Impact of the Graduate Fellowship Program in the Education of the Mentally Retarded. Authorized Under PL 85-926, Washington, D.C., Bureau of Education of the Handicapped, mimeographed, 1968.

The investigation revealed that the bulk of the information supplied by institutions on their applications is in narrative form. Because the intent of the institutions supplying the information is to obtain Federal funds to continue or expand their programs, the information given on faculty, facilities, and support is very positive. It would be difficult to use such information to make comparisons with other institutions or to develop profiles of programs at institutions. Furthermore, because it is in narrative form, there is little consistency from one school application to another in the manner in which information is presented or the elements of the programs are stressed. Finally, many of the applications contained 20 or 30 or more pages of narrative describing their programs and, if specific data items were to be sought in these applications, the requirement for research staff and time would be heavy. There is a lack of consistency of information contained in the applications from year to year partly because the application format was modified in 1965, 1967, 1968, and 1969. The problem is not that information is "lost" from year to year, but that the information is difficult to locate and retrieve.

4.12 Results. It was concluded that the extraction of specific data from these files would not only be very time consuming in terms of calendar time, but would result in the uneconomical use of manpower as well. The information obtained would not be complete and alternate methods would still have to be employed to obtain the complete set of data necessary to perform the study. For these reasons, the files were not further considered as a source of data for the University Impact part of the study.

Determine Information Requirements

4.13 Objective. The objective of this effort was to identify and isolate the university parameters needed to aid in the selection of PL 85-926 impact study approaches and analyses.

4.14 Procedure. A panel consisting of special education manpower training experts and the ORI staff was convened to discuss, investigate, and isolate those characteristics which could be used to measure the effect of PL 85-926 funding on university special education programs. The consultants on this panel were:

a. Dr. Samuel Ashcroft, Chairman of Special Education at Peabody College

b. Dr. Herbert Goldstein, Chairman of Special Education at Yeshiva University

c. Dr. Robert Henderson, Chairman of Special Education at the University of Illinois

4.15 Guided by the criteria that the information requirements be

a. Useful in operationally defining the growth and quality of programs for the training educators of the handicapped

b. Easily, clearly, and accurately interpreted by those who will provide the information

c. Sensitive to the effect of funding

d. Relevant to BEH planning efforts.

the panel developed a preliminary listing of relevant parameters. This initial material was reviewed in a series of interactions between ORI and BEH which resulted in the solidification of the information requirements. Preliminary questionnaire items were then written. Because the phrasing of a request for information is subject to misinterpretation by the individual respondent, items requesting objective information were backed up by qualifying attitude-type questions. These were sent to the consultants for their review and comments. This was an iterative process until those involved in the review process were satisfied that the items of information required were complete and understandable.

4.16 Results. The inclusion of both university representation and the participation of BEH in the investigation, analysis, and review process resulted in the finalization of information requirements that would be both useful to BEH and collectable from the universities. It provided a sound foundation upon which to base the development and selection of study approaches.

Select Study Approaches

4.17 Objective. The purpose of this effort was to analyze the alternative approaches that were available and select that approach which would most satisfactorily accomplish the measurement of PL 85-926 impact on universities.

4.18 Procedure. PL 85-926 may be thought of as the treatment portion of a large experiment. The effect of the treatment is the impact of the law on special education manpower supply.

4.19 There is no direct way of measuring such impact; it has to be determined indirectly by inference from changes in the quality and quantity of special education students being graduated from the universities. A further consideration in a plan to measure the impact is that there are factors other than PL 85-926 which influence the growth of special education programs. These other factors must be held constant so that changes resulting from the influence of the law can be isolated.

4.20 A preliminary study plan was evolved on the basis of obtaining data that would produce maximum study results. Data would be collected from each university in the sample for a series of consecutive years, preceding and following the use of PL 85-926 funds. This should isolate changes resulting from the funds from those not caused by funds. The growth rate for unfunded years could be compared with that of funded years and changes could be measured. Data could be collected on a random sample or on the entire population depending on how many data sources were identified.

4.21 Some of the information needed could be found in the HEW PL 85-926 file, and additional data could be obtained directly from the universities. To determine the feasibility of this preliminary plan, an information content analysis was made. As described previously in the discussion of the HEW file, it was concluded that information from this source would be too costly to collect. This condition emphasized the need for developing a technique for collecting data directly from the universities. Unfortunately, the large volume of data needed would place a heavy burden on already overloaded university personnel. This, of course, would seriously affect the rate of response and result in an inadequate supply of information.

4.22 The study plan was modified by paring down the amount of data required from the universities but still providing sufficient data for impact analysis. Instead of collecting data for a series of years before and after funding, this requirement was reduced to obtain data from one year prior to funding and one year after funding, preferably the most recent year for which complete information was available. However, one question would still require the previous continum of data over time. This question would provide a rate of change indicator which could be used to simulate the rate of change for other parameters. Although this plan greatly reduces the amount of data required from the individual universities, it also creates the requirement for a control group of nonfunded universities. This group would provide data against which the funded universities could be compared. This comparison group would simulate the rate of growth that funded universities would have experienced had they not received PL 85-926 funding.

4.23 Questions would be developed that would thoroughly explore the information requirements. These questions would be assembled into a questionnaire format and directed at knowledgeable university personnel such as department chairmen, registrars, and program area directors.

4.24 Results. As a result of an examination of the study problems and approaches, the initial concept was modified and a plan was evolved which would utilize the university as the source of data but would minimize the burden on them by applying simulation techniques in lieu of large volumes of data.

Determine Availability of Samples

4.25 Objective. The effort in this task was centered on the identification and accessibility of the populations from which the samples were to be drawn.

4.26 Procedure. A literature search was undertaken to identify all universities in the United States which offer programs for training personnel in the education of the handicapped. Many universities offer such programs within their Department of Special Education, but some universities offer speech and hearing programs as a major, in a department other than special education departments. The identification process therefore had to include this possibility.

4.27 Physical education and recreation is a growing area of special training that some authorities consider part of special education.

4.28 In considering the possibility of including these program areas for inclusion in this study, the following points were reviewed:

a. The physical education and recreation programs were only recently initiated under PL 85-926. Approximately 13 planning grants were being funded in this area, and the only type of traineeship or fellowship grant being funded was the summer session traineeship. It is deemed unlikely that regular grants will be made within the next 2-3 years.

b. Since this area is funded under PL 88-164, and this study is intended to assess impact of PL 85-926, those programs probably fall outside the scope of this study.

c. The program is in its initial stage of development as a unit of BEH in that planning grants are only being funded now and no regular traineeships and fellowships are being funded. The number of respondents to this study would probably not be sufficient to adequately assess any aspects of the program. At best, only initial impact of the program development funds could be examined, and this would probably be premature in terms of the ultimate objectives of this program development grants.

4.29 Based upon this information, it was determined that physical education and recreation programs would be excluded from this study.

4.30 A fairly complete listing of schools offering special education and/or speech and hearing programs was contained in the previously cited "Students in Training Programs in the Education of the Handicapped." By referring to the BEH Scholarship Program Directory, the list of universities could be divided into funded and nonfunded schools. A further subdivision of the funded universities list resulted in a breakdown as follows:

a. Universities with speech and hearing programs within the special education department

b. Universities with speech and hearing programs only

c. Universities with speech and hearing programs separate from the special education program.

4.31 A similar subdivision was accomplished on the nonfunded list using an American Speech and Hearing Association publication.[4] Such a clarification was necessary so that when the survey was undertaken, those universities having separate special education departments and speech and hearing programs could receive a questionnaire for both facets of their training programs.

4.32 After the universities were properly identified, it was necessary to obtain some specifics such as

a. Name of department chairman

b. Name of department

c. Number of program area directors

d. Address of the university.

4.33 With identification of the sample complete, each department chairman was identified with a code number that would correspond with a similarly identified survey questionnaire that would be sent to him.

4.34 Results. As a result of the effort in this task, the sample population was identified and refined, and a mailing list of 508 potential survey respondents (departments) was prepared.

Develop Questionnaires

4.35 Objective. The purpose of this task was to:

a. Develop questionnaires that would request information in a clear and concise format that was germane to the information requirements of the University Impact Study.

b. Pretest the questionnaires to ascertain the validity, applicability and answerability of the questions.

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[4] American Speech and Hearing Association, A Guide to Graduate Education in Speech Pathology and Audiology, 1969.

4.36 Procedure. A series of questions were prepared that requested a range of information about the university programs for training educators of the handicapped and the impact of PL 85-926 on these programs. Because it is not always possible to quantify some of the information requested, many of the questions asked for opinion-type answers. The responses to this type of question were classified in response categories, coded, and tabulated for final analysis. The phrasing and intent of these questions were thoroughly reviewed by the aforementioned panel of consultants and BEH personnel. Since the universities had been subdivided by the organization of their special education/speech and hearing programs, as discussed in the previous task, it was determined that a questionnaire should be developed that would direct the request for information to the source best qualified to provide the information. It was decided that three separate questionnaires should be developed; one form for the chairman of special education and/or speech and hearing department at PL 85-926 funded universities; one form for the chairmen of similar programs at nonfunded universities; and a third form for the program area directors at all universities in the sample. This procedure has the advantage of phrasing some of the questions according to the type of school to be surveyed (funded and nonfunded) and also of distributing the respondent workload over several staff members (the chairman and his program area directors) according to their potential for providing the level of detail required.

4.37 The questionnaire format directed at the chairman requested information of a more general nature regarding his department and its relation to the university administration. Such information as source of funding, department budget, overall size, etc., were typical of the level of detail requested in this questionnaire format. The format for funded and nonfunded program chairmen were comparable except that questions relating directly to PL 85-926 funding were deleted from the nonfunded university form. The format intended for use by the program area directors requested a level of information that those more close to the actual program application could best provide. Data pertaining to semester hours, physical area, and faculty and student body parameters were typical of this format level.

4.38 After the initial questionnaire formats were prepared, they were subjected to a pretest program. The questionnaires were mailed out to three universities receiving PL 85-926 funds and five nonfunded universities. Each questionnaire was accompanied by a critique sheet. This sheet requested comments by the pretest respondents regarding the clarity of questionnaire instructions and questions and the difficulty encountered in answering the questions. The format of this critique form is shown in Figure 2. After all pretest returns were received, the critique comments were compiled by question and format and evaluated. Specific questions were modified as necessary, and the final form of the questionnaires was then approved and printed.

You have received this questionnaire as part of a pretest, prior to a national survey. We would appreciate your response to the following questions after you have completed the questionnaire. Your response will help improve the questionnaire prior to the national survey.

Please comment on the following:

1. Were you able to follow the instructions easily? Yes___No___ If no, what instructions were not easily understandable? What improvements would you suggest?

____

____

____

2. Were all questions clearly understandable? Yes___No___ If no, note each question which was not clear and the nature of the problem (if possible).

____

____

____

3. Were any questions especially difficult to answer? Yes___No___ Please note question number and explain the difficulty. Is there any way in which we could make these questions easier to answer?

____

____

____

4. Do you have any other comments or suggested revisions to this questionnaire?

____

____

____

FIGURE 2. CRITIQUE SHEET ATTACHED TO IMPACT AND MOTIVATION PRETEST FORMS

4.39 Results. The work performed in this task resulted in the preparation of questionnaire forms that would be distributed to the universities to collect data relevant to the measurement of the impact of PL 85-926 funds. The final formats, samples of which are contained in Appendix B, consisted of:

a. Questionnaire Form CF, to be completed by department chairman of PL 85-926 funded universities

b. Questionnaire Form CNG, to be completed by department chairmen of nonfunded universities

c. Questionnaire Form PAD, to be completed by program area directors.

Conduct Survey

4.40 Objective. The objective of this task is to distribute the survey questionnaires and follow up on the distribution list to ensure an adequate supply of responses to provide sufficient data for analysis.

4.41 Procedure. The procedure used to accomplish the work in this task involved the following steps:

a. Cover letter preparation

b. Distribution of questionnaires

c. Follow- up of nonrespondents

d. Document processing.

Each step in the process is described in the following paragraphs.

4.42 Cover letter preparation. Since the study was sponsored by BEH, it was considered advisable to include a cover letter with each questionnaire package, signed by the BEH Project Officer. This letter introduced the study, its purpose, and the contractor responsible for its performance. In addition, a series of cover letters were prepared by ORI which gave specific instructions to the recipients on how to complete the questionnaire. The precise content of the letter depended upon the funding status and organization of the training programs at the university. Individual cover letters were designed for the following sets of conditions:

a. Department chairman where speech and hearing programs are not separate from the Special Education Department or where only speech and hearing programs are offered. PL 85-926 funds are received. (Cover Letter Form A-f)

b. Same as above except that no PL 85-926 funding is received. (Cover Letter Form A-n)

c. Special education department chairman where the speech and hearing programs are separate from the Special Education Department. PL 85-926 funds are received. (Cover Letter Form B-f)

d. Same as above except that no PL 85-926 funding is received. (Cover Letter Form B-n)

e. Speech and hearing chairman where speech and hearing programs are separate from the Special Education Department at the university. PL 85-926 funds are received. (Cover Letter Form C-f)

f. Same as above except that no PL 85-926 funding is received. (Cover Letter Form C-n)

g. Program Area Directors at all universities, both funded and nonfunded. (Cover Letter Form PAD-C).

4.43 Copies of the BEH cover letter and the ORI cover letter are included in Appendix B.

4.44 Distribution of questionnaires. During this phase of the survey procedure, the questionnaires were distributed to 328 departments representing the total population of 254 universities receiving PL 85-926 funding. In addition, a control group of 180 departments representing 151 nonfunding universities were recipients of the questionnaires. As previously discussed, some universities have speech and hearing programs separate from the Special Education Department. To assure thorough coverage of the field, questionnaires were sent to both; thus some universities were recipients of more than one questionnaire, and therefore have a double entry in the sample size.

4.45 The questionnaire package sent to each chairman consisted of the following items:

a. A BEH cover letter

b. An ORI cover letter

c. One chairman questionnaire (CF for funded, CNF for nonfunded)

d. One set of cover letters (PAD-C) and one set of questionnaires (PAD) for each Program Area Director

e. One set of sealable unaddressed envelopes (one for the chairman and one for each Program Area Director)

f. One large self-addressed return envelope.

4.46 The chairman was asked to complete the CF (or CNF) form himself and distribute the PAD form, with envelopes, to his Program Area Directors for completion. To assure unconstrained responses and candid opinion of the questions in the PAD questionnaire, it was necessary to provide the means for keeping the responses confidential. After the Program Area Director completed his form, he could seal it in an envelope and return it to his department chairman. The department chairman would then enclose his completed questionnaire, along with those from his Program Area Directors, in the large envelope and return it to ORI. The Department Chairman was requested to contact ORI by collect telephone call if he had any questions.

4.47 The initial mailing of questionnaires was completed on 1 May 1970 after experiencing an extended delay caused by the need for Bureau of the Budget approval of the questionnaire format.

4.48 Follow-up of nonrespondents. The follow-up of nonrespondents consisted of a two-stage "encouragement" of the chairmen to complete and forward their questionnaires. The first stage involved a follow-up letter to the chairmen, approximately three weeks after the initial mailing, reminding him of the questionnaire and requested his cooperation in sending in the completed questionnaire. There was a substantial telephone response to this effort indicating that some of the questionnaires did not reach the addressee. New packages were sent out immediately. To maintain uniformity of instructions, all questions asked by the chairmen over the telephone were answered according to a standard format. This format was expanded as new questions and answers arose.

4.49 The second stage of the follow-up process consisted of a telegram from the BEH Project Officer. This was sent approximately two weeks after the follow-up letter. An even greater telephone response was received as a result of this follow-up claiming nonreceipt of the initial mailing. Again, questionnaires were rushed out to those who called.

4.50 Document processing. As questionnaire forms were returned to ORI by the chairmen, they were logged in and the information was coded for tabulation.

4.51 Each questionnaire form that was sent out contained a serialized code which facilitated the identity of the recipient. The receipt of the completed questionnaire was logged in by date of receipt. This procedure was necessary to help identify and control statistical bias in the data analysis.

4.52 The raw data, as it appears on the completed questionnaires, is of two types:

a. Quantitative (objective)

b. Qualitative (subjective).

The quantitative data, in most cases, can be keypunched directly from the questionnaire. However, the qualitative data comes in the form of subjective prose responses. There was no prescribed response structure, so these items are difficult to code.

4.53 The initial coding structure was developed by reviewing 100 questionnaires and constructing a list of possible response categories. This gross list was reduced by combining similar categories. A code was then assigned to each response category on the list. As actual coding of questionnaires progressed, new categories were added when necessary.

4.54 Results. The results of the data collection effort were less than desired in terms of number of responses received. Some nonresponse must be anticipated in any survey, but initially it was believed that a survey among interested professional personnel would yield a much higher rate of return than was actually experienced. Some of the unusual circumstances that contributed to this problem were:

a. The initial study plan scheduled the survey to take place in late winter at a time when campus activity is at a routine pace. The lengthy review time (5 December 1969 to late April 1970) to secure National Center for Educational Statistics and Bureau of the Budget approval of the questionnaire format dropped the survey timing back to very late in the school year.

b. May is a poor month to initiate a survey requiring the cooperation of university staff, since it comes at the conclusion of the school year which is a peak-load period for chairmen and Program Area Directors. Immediately following this is the summer break period which takes many of the staff personnel away from campus.

c. The late spring of 1970 was a period of very heavy campus unrest. Many schools closed early, and the university staff was deeply involved in abnormal activities.

d. This period of time is also the time in which new staff assignments are made. New chairmen were unable to obtain the requested information.

e. In spite of extending the follow-up period an extra month, the total time frame for completing the survey was too short to effect a high rate of return.

4.55 A random sampling of nonresponding universities verified the foregoing causes as being primary contributors to the low rate of response.

4.56 Extensive quality control measures were taken to reduce avoidable errors in coding and processing to a minimum. As a result, the largest source of error was the respondent himself. Although instructions were carefully edited and pretested before they were adopted, the greatest single source of error was improperly completed questionnaires. Overall respondent error is estimated at about 20 percent on the objective data. This has been reduced by recoding and computer edit to an overall estimated 2 percent.

4.57 The open-ended type questions required complex coding decisions. Many responses were compound in content which required that they be separated into component parts so that each component could be coded. The coding categories were extensive, often having only subtle differences.

4.58 The following list shows estimated error rates for each stage of processing:

Error by Source (%)

Form	Respondent	Coder	Keypunch	Total
CF	2	2	1	<5
CNF	3	2	1	<5
PAD	2	1	1	<4

4.59 In summary, the following percentages of responses were received as a result of the initial mailing and each of the follow-up stages:

Before follow-up letter	30%
Between follow-up letter and follow-up telegram	28%
After follow-up telegram	42%

4.60 The percent of questionnaires that were returned was:

a. From departments receiving PL 85-925 funds - 67.38 percent of those sent to funded departments

b. From departments not receiving PL 85-926 funds - 44.69 percent of those sent to unfunded departments.

Analyze Data

4.61 Objective. The objective of this task is to summarize the data collected, analyze it, and derive some conclusions based upon the survey findings.

4.62 Discussion of Data Content. Care must be exercised when intrepreting data from the University Impact Study. The many limitations of the study are due to three factors:

a. Relatively low response rates (44 percent for nonfunded universities and 67 percent for funded universities)

b. Unavailability of accurate objective data

c. Poorly followed instructions.

4.63 The concern with low response rates is that the departments that did return their questionnaires do not necessarily represent all universities. The greater the nonresponse, the greater the sampling bias is likely to be. The previously described follow-up techniques were used in order to increase the response rate. Nevertheless, only about half of the universities responded.

4.64 The accuracy of data on returned questionnaires varies from program to program and from question to question. The reasons for this variance range from lack of motivation to lack of data. A survey of more than 200 department chairmen indicates that the data should be thought of as the "ball park estimate" variety. This is not a great drawback, however, because all of the data will be presented in the form of averages.

4.65 The survey also brought out the point that many of the "candid" opinions are not as candid as expected. Almost 15 percent of the chairmen interviewed stated that they completed one or all of the PAD forms (other than their own) because one or more of the Program Area Directors was not available at the time of the survey. As a result, the range of manifested opinion is somewhat restricted. Nevertheless, this data remains highly useful in identifying and roughly quantifying opinion.

4.66 Impact Limitations. It must be realized that the questionnaires used in this study have a very general format that can reflect conditions at many universities. Nevertheless, the questionnaire construction itself causes several types of distortion. For example, when requesting what percentage of the budget is spent on what items, it was assumed that the average chairman had the kind of program budgeting system that would allow him to answer this question.

However, in some cases budgets are so complicated that data for this question are difficult to obtain and their interpretation is somewhat ambiguous.

4.67 Another difficulty that must be considered is that some teacher training institutions may have students specifying majors in their freshman year, while others declare majors in their junior year. Some schools have only graduate majors in special education, while others have only undergraduates.

4.68 The purpose of aggregating all of this data from so many varied sources is to get "ball park" estimates, upon which to compare funded and nonfunded universities. If one assumes that the inconsistencies are randomly distributed in both populations, these differences can still be assigned to impact of PL funds.

4.69 Several items on some questionnaires have been deleted from the data records because they were improperly completed. The most common sources of data loss were:

- a. Improper use of reference year
- b. Responses did not correlate with the question asked
- c. Contradictory objective data entries.

It is estimated that with the exception of question number 17 on the CF questionnaire, the data lost average less than 1 percent per question. As a result, about 95 percent of the questionnaires received are represented in that tabulation.

4.70 Analysis of Survey Data. The respondents and nonrespondents of the University Impact Study are considered as separate populations, and the distributions are evaluated based on several descriptor variables. This evaluation is necessary in order to understand the nature of the bias due to nonresponse.

4.71 Information relevant to the following descriptive variables was obtained for every university in the sample: [5]

- a. Geographic location
- b. Type of governing control
- c. Year founded
- d. Total number of teachers employed
- e. Total number of students enrolled.

4.72 The results, as they pertain to each of these variables, are presented in tabular form in Appendix A. In each case, the respondent percentages represent the ratio of responses by category to the total responses. Similarly, the nonrespondent percentages represent the ratio of those universities in each category who did not respond to the total of the nonrespondents. Those universities from which two responses were possible, but from which one was received (e.g., universities having separate special education and speech and hearing departments) are included in both the respondent and nonrespondent populations.

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[5] Sources: 1969 World Almanac and Book of Facts, New York, 1969.

4.73 In that each of the variables may have an influence on the factors affecting special education personnel training and supply, an X^2 comparison of the two populations was made for each variable. A statistically significant difference between the questionnaire respondents was found for all five variables. This indicates that bias exists, and thus caution should be used when applying the results of this study to universities in general.

4.74 A close examination of the tables can be used to estimate the impact of this bias on the particular study variable being considered. For example, the largest and smallest schools are less responsive than the middle-sized schools (in general). This may have bearing on the interpretation of averaged objective data concerning output. The user is reminded that these differences do exist and is urged to consider their possible influence when applying the data. Additional survey data tabulations are contained in Appendix D.

4.75 Findings and Conclusions. The findings and conclusions for the University Impact Study are discussed in Section III of this report along with those of the Personnel Motivation Study.

PERSONNEL MOTIVATION STUDY

4.76 It is safe to assume that Congress intended, at least, a twofold purpose for PL 85-926. The first, discussed earlier in this section of the report, was to increase the quality and capacity of the institutions preparing people to teach the handicapped.

4.77 The second purpose was to attract manpower to these improved programs by granting traineeships and fellowships to qualified students. What role has PL 85-926 played in attracting manpower to educate the handicapped? Are there other ways of attracting manpower to the field?

4.78 This study seeks answers to these questions:

a. Evaluate the present effectiveness of the law in attracting and retaining personnel in the field

b. Suggest promising alternatives to the law.

The full range of factors that cause people to enter, stay in, or leave the field will be investigated.

Use of BEH Records

4.79 Objective. The purpose of this task is to examine the BEH records on recipients of PL 85-926 funds to determine their usefulness as a source of names for a Personnel Motivation Survey mailing list.

4.80 Procedure. To identify and study a sample of students and practitioners who are/were recipients of grants under PL 85-926, a list was prepared from BEH files. Approximately 19,000 different names were identified and keypunched onto data cards along with the following information:

a. University attended

b. Geographical location of school attended

c. Grant year

d. Academic level

e. Area of specialization.

4.81 A computer program was used to alphabetize the names and print a directory of PL 85-926 grant recipients. The directory, unfortunately, was of little use in identifying recipients for the following reasons:

a. Only about half of the actual recipients were on file at the time of search.

b. A high proportion of female students married and changed surname.

c. Practitioner and student mailing lists received from universities were in non-alphabetic order making the correlation of these lists with the BEH list very difficult. The search cost would be higher than the alternative of having each university identify all its recipeints.

4.82 Nevertheless, the data cards can be useful to BEH to make other tabulations, such as:

a. Geographic distribution of funding

b. Distribution of programs in which students are funded

c. Level of training for students receiving funds.

4.83 Results. It was concluded that the BEH files could not be used as an information source for this study, and that an alternative procedure would have to be developed.

Interview Consultants

4.84 Objective. The objective of this effort was to identify parameters to motivate special education personnel.

4.85 Procedure. Although the initial study plan called for small-scale interviewing with special education personnel to determine the study information requirements, an alternate procedure was used. A carefully selected panel of experts, previously introduced in the University Impact part of this section, having extensive knowledge of special education personnel, were interviewed to obtain their opinions and impressions of the factors which influence the motivation of personnel in the field of educating the handicapped.

4.86 This alternative was chosen because it allowed the ORI staff to vicariously synthesize information gleaned by these experts through years of association with special education. In addition, the consultants discussed the motivational considerations with their special education students in the classrooms of their respective universities and supplemented the initial interviews with this student input.

4.87 Results. The product of these discussions was the preliminary list of motivational parameters developed for this study.

Determine Information Requirements

4.88 Objective. The purpose of this task was to determine specific information to be collected by the Personnel Motivation Survey.

4.89 Procedure. The preliminary list of parameters consisted of a long list of probable factors influencing decisions to enter, remain in, and leave special education. This list was organized by classifying each factor in one of seven motivation areas; some factors were eliminated as being too similar to others. This refined list was reviewed with BEH and several questions of interest to the Bureau were added. Since most of these additions were of a descriptive rather than a motivative nature, two sets of information requirements were delineated:

a. Demographic/biographic variables
    1. Age
    2. Sex
    3. Special education interests.

b. Motivation variables
    1. Financial rewards
    2. Professional status.

4.90 **Results.** The information requirements thus organized provided a basis on which a study approach could be determined for the collection and analysis of survey data.

Select Motivation Study Approach

4.91 **Objective.** The purpose of this task is to determine the best method of identifying and measuring motivation factors affecting manpower in special education.

4.92 **Procedure.** Many relevant motivation areas were pointed out by the consultant panel of experts; however, the approach selected must be able to measure not only factors already identified, but also the factors which may have been missed.

4.93 Since this type of data is not contained in existing records, a survey technique had to be developed to collect it. Personal interview techniques are often used in motivation research but are too costly and time consuming for this study effort. Therefore, the questionnaire survey method was decided upon; the questionnaire would have to be capable of:

a. Obtaining accurate answers to personal questions

b. Measuring subtile feelings of which a respondent is not fully aware

c. Operationally defining the magnitude and vector of motivational forces acting on the individual completing the questionnaire

d. Being formatted so that motivation parameters can be averaged for groups of individuals.

4.94 Several techniques were evaluated such as Porter's[6] need fulfillment deficiency analysis and various other scaling techniques. Nevertheless, all the techniques investigated concentrated on evaluating the absolute need satisfying value of each motive factor relative to the need magnitude. This survey, however, required a technique which would be capable of evaluating the value of each need satisfier not in its absolute sense, but relative to all the competing need satisfying events (or things) offered by the individual's environment.

4.95 A special motivation scaling technique had to be developed to meet the survey demands.[7] This technique, which will be discussed later in this section, uses the weighted product of two separate scales to identify the amount that each factor attracts or repels a person to/from special education in light of all alternative attractions of which the person is aware.

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[6] L.W. Porter, "Job Attitudes in Management: Perceived Need Satisfaction in Bottom and Middle Management Jobs", Journal of Applied Psychology, 1961, pp. 1-10, 45.

[7] This was developed in conjunction with Mr. T. Tsuruoka, Mathematical Demographer, N.Y.C.

4.96 The unique approach of this study requires the respondent to select points in the item scale as they would have applied at different decision points in his life. For example, a student dropout would be requested to complete items by responding the way he would have at the time he entered training and for when he decided to leave training.

4.97 The purpose of each questionnaire form is to collect information from the target sample pertaining to the times they made important career decisions to enter, remain in, or leave their field.

4.98 The selection of appropriate samples of people to survey was determined by the information requirements. For example, to study the decision to enter special education training, all people who entered needed to be sampled. This included present students in special education, student dropouts, people practicing in special education, and qualified people who are currently inactive in the field (assuming that to practice is to have trained). These four groups, students, dropouts, practitioners and attritees form the major subsamples in this study. Two more groups were also studied for comparison purposes: regular education students and practitioners.

4.99 Results. From the review of information requirements, the methods for obtaining necessary information and for identifying the study target samples were selected.

Determine Sample Availability

4.100 Objective. The objective of this task was to determine a manner in which the relevant mailing lists could be prepared.

4.101 Procedure. Initially, it was assumed that the sample groups could be identified through mailing lists of professional organizations, such as The American Speech and Hearing Association, the Conference on Exceptional Children, and the National Education Association. However, because the latter two organizations were unable to allow use of their mailing lists of professional and student members, alternate procedures had to be developed. The two major steps in the sampling procedure were:

a. Assembly of the university mailing lists

b. Taking of random samples from these lists.

4.102 The compilation of all the sampling lists was accomplished in three procedures that are described with the following outline. The mailing groups, compilation of sampling lists, and the final samplings are described for each sampling procedure as follows:

a. Sampling Procedure I

1. Mailing groups

   (a) Special education practitioners in primary and secondary public schools (SEP)

   (b) Special education administrators for public schools (SEP-Admin)

   (c) Regular education practitioners in primary and secondary public schools (REP)

   (d) Special education practitioners attritees from primary and secondary public schools (SEA).

2. Compilation of the sampling list

   (a) From 44 million pupils in the United States, a school district was selected for every 111,000th pupil. This resulted in 400 selections and 366 different school districts.

   (b) From these school districts, down to 200 school districts using a table of random numbers were sampled.

   (c) Each of the 200 districts was telephoned to establish the name of the special education administrator. The administrator was asked for the names and addresses of the SEPs and SEAs in his district.

   (d) Every 4th district was asked for all the REP's at the kth school, where k was random in the interval from 1 to n (n = number of schools in the district).

3. The following listing shows the results from the telephone calls in terms of the number of school districts supplying names and the amount received.

Mailing Group Category	School Districts	Total Names
SEP- Admin	200	200
SEP	113	5,752
SEA	14	34
REP	26	595

4. Sampling from the compiled lists

   (a) All 200 of the school district administrators contacted were used for the SEP - Admin mailing group.

   (b) For the SEP mailing group, 519 names for the initial mailing were randomly selected. This was accomplished by selecting a random four or five names per school district. (A target of five was established unless fewer were available.) The exact procedure was to make the random selection from each school district individually by numbering the names (1,n) and using a random number table (n = number of names per district).

   (c) All 34 of the SEA names received from the initial telephone calls were used. This amount fell far short of the requirements for the study. To make up this shortage, under a very rigid time constraint, the original method was altered. Special education school directories were chosen at random from the 50 states. Within the selected directories, a school district was picked on the basis that it had a large amount of special education teachers and would conceivably have a high attrition rate. After the selection was made, the school district was contacted by phone and the names from the directory were read to the school district administrator. The administrator would in turn identify any individual that had left the district. This process was repeated until 230 SEA's had been identified.

(d) For the REP mailing group, a random selection was made of 235 names or approximately 9 per school district. The exact procedure was to make the random selection from each school district individually by numbering the names (1,n) and using a random number table (n = number of names per district).

b. Sampling Procedure 2

1. Mailing groups

(a) Special education students at nonfunded universities (SES-NF)

(b) Special education students at funded universities who are recipients of PL 85-926 funds (SES-R)

(c) Special education students at funded universities who do not receive PL 85-926 funds (SES-NR)

(d) Special education student dropouts at funded universities (SED-F)

(e) Special education student dropouts at nonfunded universities (SED-NF)

(f) Regular education students (RES).

2. Compilation of the sampling list

(a) From 508 university departments (special education and speech and hearing), 200 departments were selected at random by numbering the departments (1,n) and using a random number table.

(b) Each department was sent a letter requesting the names of their special education students for the current year and dropouts from the previous year. This was followed by a telegram to the nonrespondents asking for their response.

(c) They were requested to send a list of all the education majors, or if that list was not available. to select 10 names at random from their enrollment and specify the total amount of names from which the 10 names were drawn.

3. The following listing shows the results from the request to the university departments:

University Depts.	No. of Depts. Receiving Request	No. of Depts. Responding	Total SES RES Names Rec'd	Total SED Names Rec'd
Special Ed. Funded Univ.	134	101	14,425	740
Spec. Ed. Nonfunded Univ.	66	45	1,610	53
Regular Ed.	189	137	(1,297)*	N/A

* The total population, provided by the university departments, from which these names were selected, was 165,006. Of the 1,297 names sent, 437 were without the information concerning the population.

4. Sampling from the compiled lists

(a) For the SES-NF, 200 names were drawn at random by numbering the names (1,1610) and using a random number table.

(b) The SES-R and SES-NR mailing group's names were not distinguishable upon receipt from the funded university departments. To ascertain if recipients and nonrecipients could be identified, 200 names were drawn at random from the population of 14,425 using a random start procedure and a skip interval of 72. Of these names, only 2 were identified as recipients from the recipient directory compiled from BEH records. An alternate procedure was used to identify the recipients. The university department of every 4th individual's name drawn above was contacted and asked to identify their PL 85-926 recipients. The following list shows the results of those telephone calls.

University departments contacted	37
Total nonrecipients	7,697
Total recipients	620

Four recipients and four nonrecipients were picked per university department selection with the appropriate weight given to the department if it was selected more than once, (i.e., if selected twice, eight recipients and eight nonrecipients would be selected from that particular university.) The actual selection of the names was done by numbering the names (1,n) and using a random number table (n = number of names per university department per each separate list, recipient and nonrecipient.)

The final results of this sampling was 235 SES-R and 235 SES-NR.

(c) For the SED-F and SED-NF, all the names received were used. (See Table 2.)

(d) The final sampling for the RES mailing group resulted in 200 names being selected. This was done by using a random start procedure and a skip interval of six names.

c. Sampling Procedure 3

1. Mailing group - Special education practitioners at the university level (SEP-UNIV).

2. Compilation of the sampling list - From 308 university departments offering special education (the complement of the 200 used in the special education student sampling), one department at a time was selected using random numbers (1,308). A telephone call was made to the selected department to ascertain the number of full or part-time faculty engaged in teaching special education to college students who would be entering the field. This procedure was continued until 209 names were accumulated.

3. Sampling from the compiled list - All 209 names were used in this mailing group.

4.103 Results. The foregoing procedures, developed in determining the availability of the survey sample, produced the mailing lists of questionnaire recipients that would be used in conducting the survey.

Design Motivation Questionnaire

4.104 Objective. The objective of this effort was to design and pretest questionnaires in accordance with the information requirements established by the study approach.

4.105 Procedure. Abstractions such as motivation and attitude need to be operationally defined within the framework of accepted theory and the particular problem being studied. The decision sequences through which people pass when entering and leaving the field (See Table 3) were systematically analyzed.

4.106 With the assistance of the consultant team these decisions and the factors which appear to influence them were reviewed to determine the desired content of the motivation study questionnaires.

4.107 The questionnaire was used to identify the basis for the choices made at the various decision points. This was done by determining the motivation expected to influence choice behavior in specific areas and by providing for the identification of other areas which might be added by respondents (i.e., in addition to specific motivational questions derived from the study framework, open-ended questions will permit respondents to give other motivational factors).

4.108 Scope of motivational content. Based on discussions among consultants, BEH coordinators, and ORI staff, and a review of relevant research, seven areas of motivation were isolated for study. In addition, several environmental constraints which may influence job activity and choice were identified. The seven motivation areas contain needs similar to those identified by Maslow,[8/] but were derived from ORI's initial decision-making analysis. These areas in which possible motivation factors were identified are: economics, employment, status, success, training, self-expression, and family. These areas are discussed individually in the following paragraphs.

a. Economics. This area is concerned with the way a person perceives what the world can offer him in terms of his own economic needs. He naturally evaluates what his needs are and then seeks to satisfy these needs by finding a source of income. This eventually leads to his employment in some gainful activity. A man's economic needs are based on an infinite complex of subneeds, such as the need for food, for shelter, for security, for all of the things money can buy. However, it must be realized that jobs are seldom taken only on the basis of the money they supply.

[8/] A.H. Maslow, A Theory of Human Motivation, Psychology Review, 1943, pp. 501, 370-396.

TABLE 3

TYPES OF DECISIONS STUDIED IN SEVEN RELEVANT CAREER CHOICE SEQUENCES

	PERSONNEL MAKING DECISION								
	Students of Special Ed.	Student Drop Outs	Student (Related Fields)	Special Ed. Practitioners		Special Ed. Attritee			Related Field Practitioner
SEQUENCE TYPE:	A	B	C	D	E	F	G	H	I
DECISION TO BE STUDIED									
1. Enter Special Education Training	y	y		y	n	y	n		y
2. Enter Related Field Training			y					y	
3. Remain in Special Ed. Training				y					y
4. Leave Special Education Training		y							
5. Enter Special Education Practice				y	y	y	y		
6. Do not enter Special Ed. Practice									y
7. Enter Related Field Practice								y	
8. Remain in Special Ed. Practice				y	y				
9. Leave Special Education Practice						y	y		

y = Affirmative Decision
n = Negative Decision
Blank = N/A

b. Employment. When a person is considering a job, he should, and undoubtedly does, consider the working conditions, the working hours, and employment benefits. When trying to understand a man's motivation concerning these employments variables, it is necessary to understand that these variables have by no means a universal appeal. This same holds true for most, if not all, of the other motivation areas.

c. Status. There are three separate kinds of status studied in this survey. The first, self acceptance, is based on the other two. Each person seems to have an image of the kind of person he should be or would like to be. This image is often based on what he feels would be most acceptable to his friends and to people in general. When considering a job, a person tends to evaluate the amount of self-esteem the job would allow him to feel about himself. The second and third types of status are more classical in nature, i.e., peer status and general status. Thus, when a person considers a job he thinks of the opinions his friends will have about him in that job. However, friends are not the only influence, as people are often concerned about how the world in general acknowledges their occupation. Once a man has determined that he can obtain self-acceptance, peer acceptance, and public acceptance, he will probably consider how well he can live up to the requirements of the job.

d. Success. When evaluating a job, people generally consider their ability to succeed in the position. Each person's requirements to obtain feelings of success are different. To many people, security means success, and advancement is not necessary; while other people feel successful in a job that has very little security, but offers rapid advancement. Many people feel successful if they can avoid working hard, while others feel fulfilled only with tremendous work output. In general, however, the amount of success a person can attain at a job is contributed to by the amount and quality of training that he was able to obtain.

e. Training. When choosing a career field, people are generally concerned with the availability and quality of training in that field. Some feel that the ease with which they can get through training is of the utmost importance while others feel that the quality of the training itself is of prime importance. Once a person has received training, he usually evaluates the prospective job in terms of his own personal values.

f. Self-Expression. Ability to express oneself in his job seems to be an important variable especially in attracting people to the special education field. The amount of comfort a person feels in his job very often varies with the amount of self-expression he can exercise and ofter bears directly on his happiness in private life.

g. Family. When a person begins a family, a great many constraints are put on his time. He incurs personal and emotional responsibilities which can interfere with his employment responsibilities. Therefore, when choosing a job, people often review its requirements with respect to their own domestic constraints, such as time to care for children, to be with their spouse, and to enjoy recreational activities.

h. Miscellaneous Environmental Constraints. Often there are several jobs which would satisfy a person, but he is pushed towards one by environmental constraints beyond his control, i.e., personal experiences, military obligations, geographic location, availability of financial support in training, information available, and health in general, these are the random occurrences which channel our lives into one stream or another.

These miscellaneous environmental constraints are to be considered, in conventional questions, while the seven motivation areas contain need factors which must be carefully analyzed by specially designed scale items.

Each area will be studied in depth to determine (a) the importance of the need relative to other needs, and (b) how well the person feels that the field of special education, or related fields, can satisfy the need. When analyzed, the data from these questions will indicate how much, and in what way, the person is motivated by the field of special education, by his own needs, and by environmental factors which were beyond his control.

In addition to the motivational area questions, the data collection instrument will also tap (a) certain biographic-demographic information, and (b) the history of career choices for each individual.

4.109 Selection of special measurement techniques. Two unique measurement techniques developed for this study were the scaling technique and the career tracing technique.

a. Scaling Technique. When dealing with attitudes, it is necessary to clarify exactly what is being measured. This clarification takes the form of operational definition within the realm of some theoretical structure. Once a construct is operationally defined, rules must be established for translating it into concrete data. These data are observable analogs by which the researcher infers how much, of what aspect, of the property being measured belongs to each case.

Measurement requires, therefore, the selecting of appropriate subjective "feelings," and measures that can translate these concepts into operations. The more accurately these operations classify the persons in terms of the construct as defined into the conceptual model or theory, the more valid is the measure. For this reason, it is necessary to have very detailed instructions and specific examples of the operations required.

Kurt Lewin [9], the father of modern field theory in social science, developed a useful conceptual model for motivation which can be used to great advantage in the social phenomenon or in terms of individual behavior.

Man's behavior is based on his drive to satisfy needs. When a man has a need which is unfulfilled, this causes tension. Since the man finds this tension uncomfortable, he surveys his environment looking for some means to reduce it. When the man perceives something in the environment which he believes will satisfy part of all of his needs, he moves towards that object. This movement is referred to as locomotion. While locomoting toward the object, he evaluates its ability to reduce his need in terms of alternative need reduction operations available to him.

It is this kind of locomotion that brings people into the field of special education. They feel certain needs, and see special education as a means of satisfying those needs. Individuals are not always accurate in their assessment of the need reducing object in their environment. Likewise, people often misjudge the ability of an object to satisfy their needs. When this happens, tension causes the individual to search his environment or alternative operations by which he can find satisfaction. When this happens, there is a very high probability of a person leaving the field of special education. The second source of attrition is a change, over time, in a person's need state. When this happens in special education, a person is no longer satisfied with the things that attracted him to the field originally, and he re-evaluates his situation. If he finds more satisfying alternatives in the environment, he is likely to locomote away from special education.

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[9] Kurt Lewin, Field Theory in Social Science, Harper Row, New York, 1951.

1. Scales. Because motivation constructs such as needs, importance and satisfaction are all continuous variables, they are difficult to quantify in a questionnaire. However, psychological scaling techniques, such as those used by Thurstone [10] can be used to operationally define these constructs.

   The scales used in this survey were especially designed to construct a motivation profile for the decisions to enter, remain in and leave special education. The profile consists of a number of factors previously mentioned which are rated on two scales, one for attraction and the other for importance. The attraction scale quantifies the perceived amount of satisfaction (on a specific variable) available in special education relative to all alternatives. The score on this scale not only gives magnitude but direction to a person's probable locomotion if this were the only variable to be considered. However, the individual considers many other variables (aspects) by degree of importance. This is the reason for the second scale.

   The importance scale is used to weight each aspect of special education relative to all other aspects being considered. For example, although a person may find the working conditions in special education highly attractive, he may score them as having a very low importance to him because of the unattractive financial rewards. In this case, his locomotion factor would have a negative vector with respect to special education.

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[10] L.L. Thurston and Ernest J. Chave, Measurement of Attitudes, Chicago: University of Chicago Press, 1948.

The responses on the two scales are combined into a single index with a range of between -10 and +10. A minus value indicates a locomotion vector away from special education and the plus values indicate locomotion toward special education.

The evaluation of the answers for any one question is dependent upon the combination of the attraction and importance assigned to the answers by the respondent. For instance, if one set of responses to the category/aspect question

(Category)	Indicate how you felt about teacher training when you entered it
(Aspect)	Length of training required

was D (discouraged) for the attraction scale and 4 for the importance scale, the weighted locomotion factor would be -7 (see Figure 3, Matrix of Locomotion Factor Weights). This would indicate that, for that one question the respondent was quite negative about special education. For another set of responses, such as SA (strongly attracted) and 1 for importance, the locomotion weighting factor would be 2 indicating, for that one question, a mild interest in special education.

The composite scores of each subgroup, will point out the areas most responsible for attracting and retaining people in special education, as well as those things which are most responsible for dissatisfaction and causing people to leave. Manipulation of these variables should have a direct effect upon attraction of manpower to the field, as well as keeping it over a period of years.

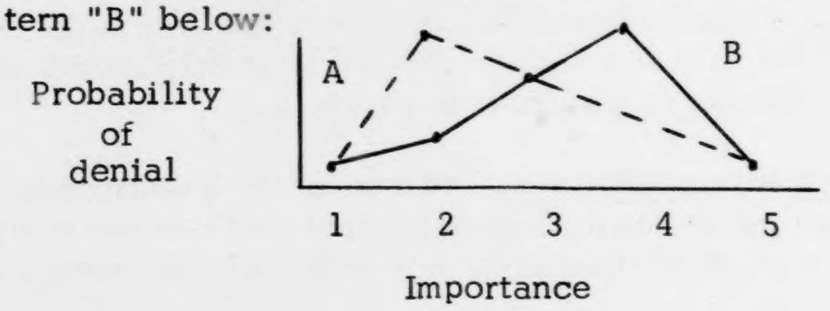
2. Probable Effect of Denial on Scale Responses. The attraction scale (object-oriented) is descriptive of the field aspect. This is the easiest scale for most people because at face value it says more about the field than about the respondent.

This second scale (importance) is far more difficult for most people. It asks for a very personal self evaluation: How important is this aspect to me?

Attraction Scale		Weighted Values				
Strongly Attracted	SA	2	4	6	8	10
Attracted	A	1	3	5	7	9
Neutral	0	0	0	0	0	0
Discouraged	D	-1	-3	-5	-7	- 9
Strongly Discouraged	SD	-2	-4	-6	-8	-10
		1	2	3	4	5
		Importance Scale				

FIGURE 3. MATRIX OF LOCOMOTION FACTOR WEIGHTS

This leads to varying amounts of denial in most people. That is, they tend to avoid strong commitments, such as revealing how important something is, if it is very important. The amount of denial usually varies directly with the magnitude of the commitment. This kind of denial is called negative denial. Nevertheless, people who control their own tendencies toward denial will be the only ones who score a 5 or maximum importance. We can therefore accept a score of 5 as fairly accurate. A score of 4 will be scored by many of the more objective people above as an importance midway between 3 and 5. However, many people will feel that although this aspect is of maximum importance to them, they prefer to "soften" their response and give a 4 instead of 5 (moderation in all things is valued by our society). By the same token, a score of 3 will be given by a percentage of people who really feel "5", by a percentage of people who feel "4" and by those who feel "3". It is estimated that this continues in approximately the pattern "B" below:



The reason for the rapid dropoff toward the low importance is that there is little need to deny these lessor commitments, except when one feels obligated to be committed. Pattern "A" is the mirror image of "B". It is likely to be followed by people who feel that committment is necessary. They, in effect, tend to deny the lack of importance of an item for them.

Since we do not know what the actual magnitude of the problem may be, we have weighted the importance scale scores so that the rank order of composite attraction; importance score combinations will more accurately reflect actual behavior. In addition, we have eliminated as much ego envolvement as possible, by not using individual names.[11]

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[11] It should be noted, however, that many people forget that their names are not being used.

b. A Career Tracer Technique. Members of the BEH expressed a desire for information concerning career choices over the entire career of each individual. Although beyond the scope of this study, a career sequence tracer chart was designed so as to provide a data base for future BEH analysis. This chart is filled out by each respondent according to the decisions he has made in the past.

Several types of charts were tested and most proved either too difficult to complete, or to contain too little information. The final form (Figure 4) was successfully pretested and used in the survey. It can provide data for many kinds of analysis. The following are a few examples:

1. Time taken to obtain degree
2. Time spent in part/full-time study
3. Reasons for different training sequence
4. Type of employment experience
5. Changes in type of training.

Therefore, career sequence data was coded and put into machine readable form for future analysis. Detailed analysis of this form is not presented in this report as it is beyond the scope of the present study.

4.110 Questionnaire formats. Six separate questionnaire layouts were prepared: four for special education personnel and two for regular education personnel (copies of all Motivation Study materials are contained in Appendix B, Part II).

4.111 The first section of each questionnaire identifies some demographic variables and collects certain specific opinions needed to assess the impact of PL 85-926 on the individual. The second section contains a career sequence tracking item. This can, with extensive analysis (beyond the scope of the present study) give detailed information about the manpower flow into and out of special education. However, this item is presently being used to identify several individual respondent parameters in the survey.

4.112 The last section of the questionnaire contains the scale items. These are arranged in two or three sections. Each section asks the respondent to answer the way that he felt at the time of a specified decision (i.e., when he decided to enter education for the handicapped.

a. Section One—Demographic/Biographic Data— This section is similar on all six questionnaire forms, with small differences due to appropriate wording and deletion of inappropriate items. There are two types of questions:

No. 51-S70014
dudget Bureau No. 51-S70015
Approval Expires 12-31-70

Career Sequence Information

The chart below has been designed to trace the sequence of training and practice you have followed. Each line (row) is designed to record data about a given time period during which you undertook a given level of training, work experience or both. Line one starts with a description of your undergraduate training; if you also had a job while going to school you would describe it on the same line. Each time you changed jobs or level of training, start a new line. Circle the symbols to describe your training and/or experience. (Circle a degree only for the time period during which it was awarded.) The first time period has been used to illustrate an example.

Start on line 2 and indicate in column 2 the first set of consecutive years you undertook undergraduate training. Circle the appropriate symbols to describe your training. Indicate any work experience you gained during that time period on the same line. Complete the succeeding lines in order, using a new line for each change in position, year of education, summer session or special study institute. On each line indicate the academic years or summer that applies and then circle the appropriate symbols. Indicate all periods of work, school, or unemployment. Do not indicate unemployment for vacations. If unemployed, circle only UE under "Experience."

Time Period		Description of Training						Description of Experience		
Time period	Academic years or summer	Training level in progress UG = undergraduate 5 = fifth year MA = masters PMA = post masters SI = special study institute	Area S = special education R = regular education O = other	F = full time P = part time	Degree received (Circle Ed.S for advanced certificate) Skip this column for years in which you did not receive a degree	Reason for training EF = enter field OC = obtain certification AA = advance in your area CA = change area SP = special project training O = other	Financial aid PL = PL 85-926 as amended, includes PL 83-164, PL 87-276, and PL 89-105 OF = other Federal ST = state grants, etc. DK = do not know source of aid NO = none or other	Area UE = unemployed RE = regular education EH = Education for the Handicapped OP = other professional O = other (If UE, go on to the next line)	Type T = teacher A = administrator TT = teacher trainer O = other	F = full time P = part time
1	2	3	4	5	6	7	8	9	10	11
1	6061	[✓ UG] 5 MA PMA SI	[✓ S] R O	[✓ F] P	BA MA Ed.S Doc	[✓ EF] OC AA CA SP O	PL OF ST DK [✓ NO]	[✓ UE] RE EH OP O	T A TT O	F P
2		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OC AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
3		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OC AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
4		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OC AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
5		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OC AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
6		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
7		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
8		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
9		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
10		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
11		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
12		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
13		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
14		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
15		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
16		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P

FIGURE 4. CAREER SEQUENCE INFORMATION

1. Demographic—such as age, sex, and marital status
2. Biographic—such as "when did you first decide to enter special education?" "How far did you travel to get training?" and "What were your main sources of information?"

b. Questionnaire formats— Six separate questionnaire layouts were prepared: four for special education personnel and two for regular education personnel (copies of all motivation study materials are contained in Appendix B, Part II).

The first section of each questionnaire identifies some demographic variables and collects certain specific opinions needed to assess the impact of PL 85-926 on the inditidual. The second contains a career sequence tracking item. This can, with extensive analysis (beyond the scope of the present study) give detailed information about the manpower flow into and out of special education. However, this item is presently being used to identify several individual respondent parameters in the survey.

The last section of the questionnaire contains the scale items. These are arranged in two or three sections. Each section asks the respondent to answer the way that he felt at the time of a specified decision (i.e., when he decided to enter education for the handicapped.

c. Section Two—Career Sequence Information —Additional biographic data was collected by the special "Career Sequence Tracer" chart described earlier.

d. Section Three—Motivation— This section was different for each questionnaire form. Each respondent was asked to think back to the time he made a certain career decision, or to think of the present as in Table 4.

4.113 For each of the above decisions, or present feelings, the subject is requested to fill out a set of scale items. All sets of scale items are the same, only the decision point is different, thus extensive comparisons can be made.

4.114 Pretest. A prototype of each questionnaire was pretested on five people. The names and addresses were supplied by professional organizations and two midwestern universities.

4.115 The respondents were requested to fill out a comment sheet at the end of the questionnaire. Specific comments were requested on the lucidity and quality of the items.

TABLE 4

DECISIONS CONSIDERED IN EACH QUESTIONNAIRE

Form	Decision
SES (Special Education Students)	(1) To enter special education training; (2) Present feelings.
SED (Special Education Dropouts)	(1) To enter special education training; (2) To leave special education training.
SEP (Special Education Practitioners)	(1) To enter special education training; (2) To enter special education practice; (3) Present feelings.
SEA (Special Education Attrittees)	(1) To enter special education training; (2) To enter special education practice; (3) To leave special education practice.
RES (Regular Education Students)	(1) To enter teaching training; (2) Present feelings.
REP (Regular Education Practitioners)	(1) To enter teacher training; (2) To enter practice; (3) Present feelings.

4.116 The comments and item responses were analyzed. Items which were poorly worded or constructed were modified and general format and print quality were improved before final mailing.

4.117 Results. The application of field theory to questionnaire design combined with modifications of classical measurement techniques resulted in the preparation of a questionnaire capable of measuring the parameters put forth in the information requirements.

4.118 Pretesting resulted in the improved format needed for effective data collecting.

Conduct Survey

4.119 Mail Distribution. To avoid confusion and assure that each questionnaire form was sent to right target groups quickly, special procedures were used:

a. Questionnaire forms were mailed processed sequentially, that is, SES forms were mailed before SED were started, etc.

b. Assembly line stuffing and checking procedures were set up using time/motion analysis for efficiency

c. All questionnaires were batch mailed by state to speed delivery

d. Preprinted return mail envelopes were included in each package

e. Each questionnaire was stamped with its unique ID code number and logged out by number in a master logging control file.

4.120 Follow-up Procedures. In accordance with the sampling procedures described in Appendix C, follow-up letters were sent to a sample of all nonrespondents 10 days after the initial mailing.[12/] The follow-up letter expressed the importance of the survey, a realization of other pressing concerns on the individual, and requested that collect telephone calls directly to the contractor's principal investigator be made in case the questionnaire was not received or was misplaced.

4.121 Ten days after the letter was sent, a telegram, similar to the letter (but commanding more attention), was sent to a sample of nonrespondents who had received the letter.

4.122 Follow-up efforts were logged out by data to each person in the follow-up sample.

[12/] Follow-up efforts were not used with the sample of university teacher trainers because this would have had to be done by the chairman of special education, already burdened by the impact study.

4.123 Logging in Questions. Every questionnaire sent was recorded in the master logging control file (log) by number. No names were used. As each questionnaire was received, the date was stamped in the log. The data received were then compared to the data follow-up letters and telegrams were sent. Questionnaires returned with no follow-up, that is, received before 4 days after the first follow-up was sent, were labeled "WAVE I". Questionnaires received 4 more days after the follow-up letter, but before 2 days after the telegram was sent were labeled "WAVE II". All questionnaires received 2 days after the telegram follow-ups were labeled "WAVE III." The data from the waves was then weighted according to the bias control procedure explained in Appendix C.

4.124 Objective. The objective of this task is to organize and present the data collected in such a manner as to suggest answers to the questions which inspired the survey.

4.125 Procedure. The volume of data collected by this survey requires automated data processing equipment. It was therefore necessary to convert the incoming data to a machine-readable form.

4.126 Coding of questionnaires. Although part of the data contained in each questionnaire was precoded, i.e., was ready to be keypunched as it came in, most of it had to be coded. The items requiring coding were of the unrestricted response type. The response on each of 100 questionnaires was examined. These responses were then combined into general groups of similar responses. The groups were further combined until all 100 responses were contained in less than 10 code areas. Each code was then assigned a number and an initial coding handbook was written for each questionnaire. Coders were trained in the use of these handbooks, and in establishing new codes when absolutely essential. As coding progressed, the number of response categories expanded where needed to describe new families of responses.

4.127 Codes were written directly on the questionnaire forms, which were then batched for keypunching and key verification.

a. Editing. Individual computer programs are written to edit each of the questionnaire forms. These programs checked each character to make sure it was within its defined parameters. Cards containing incorrect data were rejected by the computer, were repunched, and re-entered into the data files. In addition, the different wave weights were added to data files by the edit routines. Survey data was stored in nine separate files on a magnetic disk in lieu of magnetic tape.

b. Tabulations. Additional programs were written to retrieve and tabulate the data stored in the files. Two basic types of tabulations presented are:

1. Simple tabulations for
   - (a) Numeric distributions
   - (b) Range distributions
   - (c) Calculations such as mean per year
2. Cross tabulations for
   - (a) Numeric and range distributions
   - (b) Calculations
   - (c) Scale comparisons.

Variables for these tabulations are defined in Appendix D.

Results

4.128 Care must be used in making population projections from the tabulations for the following reasons:

a. The SES sample is composed of random subsamples of students at funded and nonfunded universities. The funded university sample is further divided into recipients and nonrecipients. These groupings were necessary to make comparisons at their level. Nevertheless, when they are combined, the groupings cannot be considered a random sample of all students. It is expected that the composite SES tabulations are more representative of student recipients of PL 85-926 and of students at funded universities than a truly random sample would be.

b. The SEP sample is composed of random subsamples of practitioners at universities, administrators, and classroom teachers. These groupings were necessary to make comparisons at their level. The SEP sample under-represents practitioners in work settings other than schools. For this reason, a distribution of the sample represented in each work setting is presented in tabulation. In addition, the SEP sample slightly under-represents the six largest cities in the United States because their teacher mailing lists were not made available to us.

c. It cannot be assumed that the respondents are representative of nonrespondents. Although the sampling method used in this survey was designed to minimize bias due to nonresponse, some bias is unaccounted for. This is a result of low Wave 3 response due to the short time between the telegram and termination of data collection.

4.129 The only measurement available on the nonrespondent sample is the sex ratio which is compared with that for respondents.

V. RECOMMENDED FURTHER ACTIONS

5.1 The submission of this Phase IV report represents the completion of contractor efforts in measuring the impact of PL 85-926 on manpower in education for the handicapped and in identifying and measuring the motivations of special education personnel. However, the data base, from which this report is derived, contains vast quantities of information that can be brought out by cross tabulation. In addition, the career tracing information can be analyzed for career patterns of special education. This kind of information would be of use to BEH in its program planning efforts. efforts.

OBSERVATIONS

5.2 On several occasions during this study the staff had opportunities to talk with knowledgeable people in education for the handicapped. There were two major points of view encountered: those of university personnel and those of people in practice.

University Chairmen and Program Area Directors

5.3 Problem. The staff had occasion to interview more than 200 chairmen and area directors during the survey. These interviews, concerned with various aspects of the study, often elicited comments on two subjects:

a. The poor condition of their own recordkeeping systems

b. The effort involved in completing grant application forms for BEH.

5.4 Recordkeeping Systems. The impact questionnaire seems to have pointed out deficiencies in the filing systems in many schools including some of the largest .

5.5 Many chairmen confessed that they were not really sure what kinds of data would be most useful to compile about their programs. Most complained of a lack of manpower to organize and maintain an internal data system. Because of this, some universities required upwards of 200 man-hours to complete the impact questionnaire.

5.6 With few exceptions, the chairmen admitted that they would gladly accept reasonable data collection guidelines from the government. Many suggested that an annual survey of this type would force their university administrations into providing the manpower necessary for collecting the data.

5.7 Recommendation. Most chairmen indicated a less than intense interest in the finer points of establishing an information system, but considerable interest in using one if they had it. For this reason, it is recommended that information guidelines be established for use by chairmen trying to set up or update their information systems.

Grant Application Procedure

5.8 Problem. Only one nonfunded university chairman stated that he did not apply for funding because it involves too much paper work. Interviews with many nonfunded chairman, however, indicate that this feeling is more widespread than admitted to in the questionnaire.

5.9 Applying for grant funds under PL 85-926 is generally considered to require a significant effort in terms of man-hours and cost. In addition, the procedure is apparently regarded as inefficient by those faced with applying.

5.10 The ORI review of grant records at BEH also indicates that the applications are cumbersome and of limited use to research in their present form.

5.11 Recommendation. A review of the grant process and its specific information requirements is recommended, so that a more effective grant management information system could be designed.

Practitioners in Special Education

5.12 Problem. Interviews with special education teachers and administrators have indicated that there is an additional manpower supply problem. The fact that 70 percent of the manpower force in education for the handicapped is actually womanpower indicates a high resistance to job migration. Married women are often tied to one geographic location by their husbands' jobs; thus, they work or do not work, depending on the manpower needs in their town. Married women normally do not migrate to where the need is.

5.13 Many school district administrators complained of personnel shortages, while even more teachers complained of lack of jobs.

5.14 The problem, then, appears to be more than one of communication between need and supply; it is one of logistics: how to predict shortages and move the manpower to where it is needed.

5.15 Recommendation. Much of the data brought to light in this survey can be used in organizing a study approach to solving the problem. It is therefore recommended that a special education motivation-migration analysis be undertaken to provide data needed to assess the magnitude of the problem.

APPLICATIONS OF PRESENT DATA

5.16 The findings and conclusions presented in these two surveys can point the way for efforts to increase the manpower pool in education for the handicapped. When used with techniques described in the Phase III report, the findings can be applied to solve the special education problems on a state-by-state basis. To do this, BEH must first convert these findings into operational procedures, i.e., improving laws, recommending programs, etc.

5.17 One promising application of the motivation scaling techniques is the forecasting of student dropouts and practitioner attritees.

5.18 This application can work in two ways:

a. It has been found that the general pattern of motivations for studentswho will remain in special education training differs from the pattern for those who are likely to drop out. Therefore, a refinement of the scaling technique could be standardized, with computed validity and reliability coefficients, and used to predict a probability curve of an individual's remaining in training and/or practice over a period of years. In other words, forecast the changes of his dropping out after one, two or three years.

b. Another use for the scaling technique would be to administer it in a modified form, to classes of freshmen students in education, to forecast the percentage who are likely (with proper encouragement) to go into education for the handicapped.

c. A third use for the scaling technique is to administer it annually to random samples of students and practitioners in education for the handicapped to forecast the dropout and attrition rates for practitioners and students by geographical area. This

> would give advanced notice of areas likely to develop a surplus or deficit in manpower so that early countermeasures can be taken.

5.19 The manpower pool is enormous and, as such, has great inertia. It will take sincere effort over a considerable time to effect needed changes. For this reason, it is imperative that steps be taken to improve the management of a manpower supply in education for the handicapped.

APPENDIX A

RESPONDENT/NONRESPONDENT STATISTICAL COMPARISONS

INTRODUCTION

A.1 The tables contained in this appendix show comparison data based upon five descriptive variables:

Table A.1 contains comparison statistics pertinent to the geographic location variable.

Table A.2 exhibits data concerning the type of governing control variable.

Table A.3 shows the percentages relevant to the year founded variable.

Table A.4 contains comparison information relevant to the total number of teachers employed variable.

Table A.5 displays the respondent/nonrespondent proportions as they relate to the total student enrollment variable.

TABLE A.1

COMPARISON OF GEOGRAPHIC LOCATION OF RESPONDENT AND NONRESPONDENT UNIVERSITIES

State	Percent of Respondents	Percent of Nonrespondents	State	Percent of Respondents	Percent of Nonrespondents
Alabama	2.67	.54	Montana	.67	-
Arizona	1.33	-	Nebraska	1.00	.54
Arkansas	1.00	1.61	Nevada	.67	-
California	7.33	8.60	New Hampshire	-	1.08
Colorado	2.00	1.61	New Jersey	1.67	2.69
Connecticut	1.67	1.61	New Mexico	1.00	1.61
Delaware	-	.54	New York	6.67	12.90
District of Columbia	1.67	1.61	North Carolina	2.33	.54
Florida	2.67	.54	North Dakota	1.00	.54
Georgia	1.67	1.61	Ohio	6.67	2.69
Guam	-	.54	Oklahoma	1.67	1.08
Hawaii	.33	.54	Oregon	2.00	2.15
Idaho	.33	1.08	Pennsylvania	4.67	4.30
Illinois	3.67	4.84	Puerto Rico	.33	-
Indiana	.67	4.30	Rhode Island	.67	.54
Iowa	1.00	1.61	South Carolina	1.00	.54
Kansas	1.67	1.08	South Dakota	1.00	-
Kentucky	-	2.15	Tennessee	1.67	1.61
Louisiana	2.00	2.69	Texas	6.67	4.84
Maine	.67	-	Utah	2.00	1.08
Maryland	.33	3.23	Vermont	-	1.61
Massachusetts	2.00	3.76	Virginia	1.67	2.69
Michigan	3.33	3.23	Washington	2.00	2.15
Minnesota	2.00	.54	West Virginia	1.33	1.61
Mississippi	1.67	-	Wisconsin	2.67	2.69
Missouri	4.00	2.69	Wyoming	.67	-
			TOTAL	100.00	100.00

$\chi^2 = 75.3450$

TABLE A.2

COMPARISON OF RESPONDENTS/NONRESPONDENTS BY TYPE OF GOVERNING CONTROL

Type of Control	Percent of Respondents	Percent of Nonrespondents
Private	12.03	17.05
Religious	15.12	23.86
Municipal	3.09	3.41
County	.34	-
District	-	.57
State	68.73	53.98
Territorial Government	-	.57
Federal	-	-
State/Private	.34	.57
Federal/Private	.34	-
TOTAL	100.00	100.00

$\chi^2 = 8.6457$

TABLE A.3

COMPARISON OF RESPONDENTS/NONRESPONDENTS BY YEAR FOUNDED

Year Range	Percent of Respondents	Percent of Nonrespondents
1693 - 1801	1.71	3.98
1802 - 1855	18.09	22.16
1856 - 1882	29.01	25.00
1883 - 1909	29.69	23.86
1910 - 1965	21.50	25.00
TOTAL	100.00	100.00

$\chi^2 = 6.1975$

TABLE A.4

COMPARISON OF RESPONDENTS/NONRESPONDENTS BY NUMBER OF TEACHERS AT UNIVERSITY

Range	Percent of Respondents	Percent of Nonrespondents
28 - 451	48.46	56.25
452 - 875	18.77	16.48
876 - 1,299	12.97	10.23
1,300 - 1,724	6.14	6.82
1,725 - 5,118	12.63	7.39
5,119 - 8,513	1.02	2.84
TOTAL	100.00	100.00

$\chi^2 = 7.6069$

TABLE A.5

COMPARISON OF RESPONDENTS/NONRESPONDENTS BY NUMBER OF STUDENTS ENROLLED

Range	Percent of Respondents	Percent of Nonrespondents
338 - 4,979	34.13	42.05
4,980 - 9,516	25.26	22.16
9,517-14,053	11.95	11.93
14,054-18,591	11.26	4.55
18,592-54,889	16.38	18.18
54,890-91,188	1.02	1.14
TOTAL	100.00	100.00

$\chi^2 = 6.4286$

APPENDIX B

SURVEY MATERIALS

INTRODUCTION

B.1 This appendix contains those materials which were used to obtain the survey data collected for this Phase IV study.

B.2 There are essentially two independent sets of forms. One set was used to collect University Impact Study data and another set was used to collect the information for the Personnel Motivation Study.

B.3 Part I of this appendix contains copies of the eight cover letters, the three questionnaires, and the follow-up letter and telegram that were used in the University Impact Study.

B.4 Part II contains a copy of the six cover letters, the six questionnaires, and the follow-up letter and telegram that were used in the Personnel Motivation Study.

PART I. UNIVERSITY IMPACT SURVEY MATERIALS

B.5 This part contains the following items:

- Table B.1 — University Impact Survey materials distribution
- BEH cover letter, Form CFNF-C
- ORI cover letter, Form A-f
- ORI cover letter, Form A-n
- ORI cover letter, Form B-f
- ORI cover letter, Form B-n
- ORI cover letter, Form C-f
- ORI cover letter, Form C-n
- ORI cover letter, Form PAD-C
- Questionnaire, Form CNF (2 pages)
- Questionnaire, Form CF (4 pages)
- Questionnaire, Form PAD (2 pages)
- ORI follow-up letter
- BEH follow-up telegram.

TABLE B.1

UNIVERSITY IMPACT SURVEY MATERIALS DISTRIBUTION

Recipient	PL85-926 Funded	Survey Materials Received		
Department Chairman where: • S&H[1/] is not separate from Special Education Department[2/]	Yes	Cover Letter Form CFNF-C Cover Letter Form A-f Questionnaire Form CF	Delinquent responses as of May 25 ORI follow-up letter	
• Only S&H is offered	No	Cover Letter Form CFNF-C Cover Letter Form A-n Questionnaire Form CNF		
Special Education Department Chairman where S&H is separate from Special Education	Yes	Cover Letter Form CFNF-C Cover Letter Form B-f Questionnaire Form CF		Delinquent responses after June 10 BEH follow-up telegram
	No	Cover Letter Form CFNF-C Cover Letter Form B-n Questionnaire Form CNF		
S&H Chairman where S&H is separate from Special Education	Yes	Cover Letter Form CFNF-C Cover Letter Form C-f Questionnaire Form CF		
	No	Cover Letter Form CFNF-C Cover Letter Form C-n Questionnaire Form CNF		
Program Area Directors — all Universities		Cover Letter Form PAD-C Questionnaire Form PAD		

[1/] S&H = Speech and Hearing-and/or Deaf Programs.

[2/] Special Education refers to the department in which the majority of courses for education for the handicapped are located.

BEH COVER LETTER

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

Dear Colleague:

As you know, the Bureau of Education for the Handicapped is concerned with programs to help develop the needed manpower in our field. In order for such programs to be most effective they must be based on a realistic picture of present training programs, personnel in training and the impact of existing programs to support training for education of the handicapped.

Pursuing this aim, the enclosed questionnaire has been developed by Operations Research, Inc., acting under contract to us. The data collected will be invaluable in helping us to most effectively assist in the development of trained personnel for our field. However, individual questionnaire responses will be treated confidentially and will in no way affect the relationship between the Federal government and an individual institution. The responses received will not be identified with particular respondents or institutions in any report.

I urge you to make every effort to insure that the enclosed questionnaire is completed and returned. The principal investigator for this study is Mr. Peter M. Plantec of Operations Research, Inc. All comments and questions should be directed to Mr. Plantec.

Sincerely,

L. J. Lucito

Leonard J. Lucito, Director
Division of Training Programs

Enclosures

ORI COVER LETTER, A-f

Operations Research, Inc.
A subsidiary of Leasco Systems & Research Corporation
1400 Spring Street, Silver Spring, Maryland 20910
Telephone: 588-6180, Area Code 301

Dear Chairman:

The enclosed questionnaire is actually several separate but similar questionnaires. There is one for each area of Education for the Handicapped (e.g. MR, LD, Deaf, etc.) for which we understand you have a training program. In addition, there are two extra questionnaires. The questionnaires should be handled in the following way:

1. On each questionnaire, fill in the name of any program area in Education for the Handicapped, that exists in your university.
2. Indicate the first year that PL 85-926 funding was received by your university, or 1963, whichever was more recent, on each questionnaire under "Reference Year".
3. Distribute the questionnaires to the appropriate program area directors encouraging their candid opinions.
4. Please complete the special questionnaire marked "Chairman".
5. Collect and return all questionnaires to:

Peter M. Plantec
Operations Research, Inc.
1400 Spring Street
Silver Spring, Maryland 20910

A complete return of questionnaires (one from each of your area directors), is absolutely essential to success of this study. Please mail all returns by three weeks from mailing date. If you have any questions, please call me collect at 301/588-6180.

All responses will be kept in confidential files to be tabulated for research purposes only. Your responses will in no way affect your relationship with the B.E.H.

Very truly yours,

Peter M. Plantec
Principal Investigator

OE Form No. 9026–1

A-f

Los Angeles • 11876 Wilshire Boulevard, Los Angeles, California 90025

ORI COVER LETTER, A-n

Operations Research, Inc.
A subsidiary of Leasco Systems & Research Corporation
1400 Spring Street, Silver Spring, Maryland 20910
Telephone: 588-6180, Area Code 301

Dear Chairman:

The enclosed questionnaire is actually several separate but similar questionnaires. There are 4 blank questionnaires, one for each area of Education for the Handicapped (e.g. MR, LD, Deaf, etc.) for which you may have a training program. Please discard any extra copies. The questionnaires should be handled in the following way:

1. Fill in the name of any program in Education of the Handicapped area that exists in your university.
2. Indicate the first year your university had a program in Education for the Handicapped, or 1963, whichever was more recent, on each questionnaire under "Reference Year".
3. Distribute the questionnaires to the Directors of the Program areas you have indicated, encouraging their candid opinions.
4. Please complete the special questionnaire marked "Chairman".
5. Collect and return all questionnaires to:

Peter M. Plantec
Operations Research, Inc.
1400 Spring Street
Silver Spring, Maryland 20910

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Peter M. Plantec

Peter M. Plantec
Principal Investigator

Los Angeles • 11876 Wilshire Boulevard, Los Angeles, California 90025

ORI COVER LETTER, B-f

Operations Research, Inc.
A subsidiary of Leasco Systems Corporation
1400 Spring Street, Silver Spring, Maryland 20910
Telephone: 588-6180, Area Code 301

Dear Chairman:

The enclosed questionnaire is actually several separate but similar questionnaires. There is one for each area of Education for the Handicapped (e.g., MR, LD, Deaf, etc.) for which we understand you have a training program. Speech and Hearing questionnaires have been sent under separate cover to the appropriate department. In addition, there are two extra questionnaires. The questionnaires should be handled in the following way:

1. On each questionnaire, fill in the name of any program area in Education for the Handicapped that exists in your department.
2. Indicate first year that PL 85-926 funding was received by your university, or 1963, whichever was more recent, on each questionnaire under "Reference Year"
3. Distribute the questionnaires to the appropriate program area directors,encouraging their candid opinions.
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1. Fill in the name of any program area in Education for the Handicapped that exists in your department.
2. Indicate first year that you had a program in Education for the Handicapped, or 1963, whichever was more recent on each questionnaire under "Reference Year".
3. Distribute the questionnaires to the Directors of the Program areas you have indicated, encouraging their candid opinions.
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Very truly yours,

Peter M. Plantec
Principal Investigator

Los Angeles • 11876 Wilshire Boulevard, Los Angeles, California 90025

ORI COVER LETTER, C-f

Operations Research, Inc.

A subsidiary of Leasco Systems & Research Corporation
1400 Spring Street, Silver Spring, Maryland 20910
Telephone: 588-6180, Area Code 301

Dear Chairman:

The enclosed questionnaires are being sent to all areas of Education for the Handicapped at your University. Some have been sent under separate cover through the Department of Special Education. The enclosed questionnaires should be handled in the following manner:

1. On each questionnaire fill in the name of any program area in Education for the Handicapped that exists in your department.
2. Indicate the first year your university received funds under PL 85-926, under "Reference Year". (The Reference Year must be the same for all areas of handicapped at your university. You may have to check this date with the Chairman of Special Education.)
3. Please see that your Area Director in Speech and Hearing and/or Deaf receives a questionnaire to complete.
4. Complete the questionnaire marked "Chairman".
5. Collect and return the questionnaire to:

   Peter M. Plantec
   Operations Research, Inc.
   1400 Spring Street
   Silver Spring, Maryland 20910

A complete return of questionnaires (one for each of your directors and one from yourself) is absolutely essential to the success of this study. Please mail all returns by 3 weeks from mailing date. If you have any questions, please call me collect at 301/588-6180.

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Very truly yours,

Peter M. Plantec
Principal Investigator

ORI COVER LETTER, C-n

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1. On each questionnaire fill in the name of any program area in Education for the Handicapped that exists in your department.
2. Indicate the year your university first had a program in Education for the Handicapped, under "Reference Year". (The Reference Year must be the same for all areas of handicapped at your university. You may have to check this date with the Chairman of Special Education.)
3. Please see that your Area Director in Speech and Hearing and/or Deaf receives a questionnaire to complete.
4. Complete the questionnaire marked "Chairman".
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   Peter M. Plantec
   Operations Research, Inc.
   1400 Spring Street
   Silver Spring, Maryland 20910

A complete return of questionnaires (one from each of your directors and one from yourself) is absolutely essential to the success of this study. Please mail all returns by 3 weeks from mailing date. If you have any questions, please call me collect at 301/588-6180.

All responses will be kept in confidential files to be tabulated for research purposes only. The responses will in no way affect your relationship with BEH.

Very truly yours,

Peter M. Plantec
Principal Investigator

ORI COVER LETTER, PAD-C

Operations Research, Inc.
A subsidiary of Leasco Systems & Research Corporation
1400 Spring Street, Silver Spring, Maryland 20910
Telephone: 588-6180, Area Code 301

TO ALL UNIVERSITIES FOR DISTRIBUTION TO PROGRAM AREA DIRECTORS

Dear Director:

As you know, the Bureau of Education for the Handicapped is concerned with programs to help develop the needed manpower in our field. In order for such programs to be most effective, they must be based on a realistic picture of present training programs, personnel in training and the impact of existing programs to support training for education of the handicapped.

Pursuing this aim, the enclosed questionnaire has been developed by Operations Research, Inc. The data collected will be invaluable in helping us to most effectively assist in the development of trained personnel for our field. However, individual questionnaire responses will be treated confidentially and will in no way affect the relationship between the Federal government and an individual institution. The responses received will not be identified with particular respondents or institutions in any report.

The questions are of two types - objective and opinion. You are encouraged to be as accurate as possible in completing the objective section. Please be as candid as possible in answering the opinion type questions. For the purposes of this study, include within Education for the Handicapped, students who are preparing to be classroom teachers, administrators, clinic workers or any other function which includes the training of handicapped people. After you have completed your questionnaire, please seal it in the enclosed envelope and return it to your Chairman. If you have any questions, please see your chairman.

Your cooperation in this effort will be most appreciated.

Very truly yours,

Peter M. Plantec
Principal Investigator

Los Angeles • 11878 Wilshire Boulevard, Los Angeles, California 90025

Budget Bureau No. 51-S70011
Approval Expires 12-31-70

1-2-3

EDUCATION FOR THE HANDICAPPED TRAINING PROGRAM SURVEY (CNF)

University: ______________________ Reference Year: ______________________

1. Has PL 85-926* amended had any impact on your programs? Yes☐ No☐ Explain: ______________________

5-6 1

2. Does your department receive any Federal funding? Yes ☐ No ☐ If yes, what kinds? ______________________

7-8

3. In your opinion, are undergraduate traineeships effective in producing high quality students? Yes☐ No☐ Explain: ______________________

9-10

4. Could you use the undergraduate traineeship funds more effectively in some other way to strengthen your program? Yes☐ No☐ Explain: ______________________

11-12

5. In your opinion, are graduate fellowships effective in producing high quality graduate students? Yes☐ No☐ Explain: ______________________

13-14

6. Could you use graduate fellowship funds more effectively in some other way to strengthen your program? Yes☐ No☐ If yes, how? ______________________

15-16

7. Do you feel that PL 85-926 funds would be of benefit to your program? Yes ☐ No☐ Explain: ______________________

17-18

8. Has your university ever applied to BEH for direct funding under PL 85-926? Yes☐ No☐ If no, briefly explain the reason for not doing so: ______________________

19-20

* PL 85-926 is defined as including the following: PL 88-164, PL 87-276, and PL 89-105

Budget Bureau No. 51-S70011
Approval Expires 21-31-70

EDUCATION FOR THE HANDICAPPED TRAINING PROGRAM (CNF)

9. Please indicate what has happened to your program's location in university organizational structure since the reference year.

- ☐ **It has moved higher**
- ☐ **It has remained stationary**
- ☐ **It has moved down**

Explain: ____________________

21-22-23

Indicate the number of students graduating from all areas in your EH Program for the first year in which you had a program, and the four consecutive years following it. If your program is less than five years old, place an N/A in the spaces not applicable.

Program years	Number of graduating EH students
9-10-11-12 1.	13-14-15
16-17-18-19 2.	20-21-22
23-24-25-26 3.	27-28-29
30-31-32-32 4.	34-35-36
37-38-39-40 5.	41-42-43

5 -6 -7 -8

2

12. Please estimate the percentage of the following ethnic groups represented in the student enrollment of your program for the years indicated:

	Reference Academic Year	1968–1969 Academic Year
a. American Indians	5 -6 -7	8 -9 -10
b. Negroes	11-12-13	14-15-16
c. Orientals	17-18-19	20-21-22
d. Spanish-Americans	23-24-25	26-27-28
e. All Other Students	29-30-31	32-33-34
Total	100%	100%

3

Budget Bureau No. 51-S70011
Approval Expires 12-31-70

1 2 3

EDUCATION FOR THE HANDICAPPED TRAINING PROGRAM SURVEY (CF)

University: ____________________ Reference Year: ____________________

1. In general what do you think has been the impact of PL 85-926* on your training program? ____________________

5 -6 1

2. In your opinion as Department Chairman, have PL 85-926 funds stimulated the growth of your program? Yes☐ No☐ ____________________

Explain: ____________________

7 -8

3. Have there been any detrimental effects of PL 85-926 ?
Yes☐ No☐ If yes, explain: ____________________

9 -10

4. In your opinion, has PL 85-926 stimulated the university to supply additional funds to your program?
Yes☐ No☐ Explain: ____________________

11-12

5. In your opinion, have PL 85-926 funds had an effect on the quality of your students entering training in Education for the Handicapped ? Yes☐ No☐ If yes, in what way? ____________________

13-14

6. Estimate the percent of faculty supported by PL 85-926 funds in all your program areas by years indicated

	Reference Academic Year	1968–1969 Academic Year
a. What was the % of full time faculty supported by PL 85-926?	15-16-17 %	18-19-20 %
b. What was the % of part time faculty supported by PL 85-926?	21-22-23 %	24-25-26 %

7. Indicate the percentage of your total equipment budget that was supported by PL 85-926 funds. (Include durable equipment and consumables)

Percent of Total Equipment Budget	
Reference Academic Year	1968–1969 Academic Year
27-28-29	30-31-32

* PL 85-926 is defined as including the following: PL 88-164, PL 87-276, and PL 89-105

Budget Bureau No. 51-S70011
Approval Expires 12-31-70

EDUCATION FOR THE HANDICAPPED TRAINING PROGRAM SURVEY (CF)

8. Indicate the percentage of your practicum facilities budget that was supported by PL 85-926 funds. (Include Laboratory School, etc.)

Percent of total facilities budget	
Reference Academic Year	**1968–1969 Academic Year**
33-34-35	36-37-38

9. Please fill in the following information concerning student financial support by academic year indicated:

	Total student financial support	
	Reference Academic Year	**1968–1969 Academic Year**
a. The number of your students receiving support directly from BEH under PL 85-926 as amended	39-40-41	42-43-44
b. The number of your students receiving support from states under PL 85-926 as amended	45-46-47	48-49-50
c. The number of your students receiving other types of funding	51-52-53	54-55-56
d. Total number of students	57-58-59	60-61-62

2

10. Please estimate the percentage of your budget for Education for the Handicapped, contributed by each of the following:

	Total program budget	
	Reference Academic Year	**1968–1969 Academic Year**
a. PL 85-926	5 -6 -7	8 -9 -10
b. University Administration	11-12-13	14-15-16
c. Other	17-18-19	20-21-22

11. Please estimate the number of new faculty positions made possible by PL 85-926 funds: __________ 23-24-25

12. In your opinion, are undergraduate traineeships effective in producing high quality students? Yes☐ No☐
Explain: __________
26-27

13. Could you use the undergraduate traineeship funds more effectively in some other way to strengthen your program?
Yes☐ No☐ If yes, how? __________
28-29

14. In your opinion, are graduate fellowships effective in providing high quality graduate students?
Yes☐ No☐ Explain: __________
30-31

Budget Bureau No. 51-S70011
Approval Expires 12-31-70

EDUCATION FOR THE HANDICAPPED TRAINING PROGRAM SURVEY (CF)

15. Could you use graduate fellowship funds more effectively in some other way to strengthen your program?

Yes ☐ No ☐ If yes, how? ____________________

32-33

16. Please indicate what has happened to your program's location in university organization structure since the reference year.

☐ **It has moved higher**

☐ **It has remained stationary**

☐ **It has moved down**

Explain: ____________________

34-35-36

17. Indicate the academic year in which PL 85-926 funds were first received at your university ________ (If this was 1963 or after, this date is the same as the "reference year"). In Table A to the right, begin with academic year five years prior to the date just given, and indicate the number of graduates from all areas in your Education for the Handicapped program. Continue through to the first year prior to PL 85-926 funding.

If there was no program indicate by N.P., if there was a program but no graduates indicate by 0.

37-38-39-40

TABLE A

Years Prior to Funding	Number of Graduating EH Students	
5	41-42-43	44
4	45-46-47	48
3	49-50-51	52
2	53-54-55	56
1	57-58-59	60

3

In Table B to the right, provide the same information as above, but starting with the year in which PL 85-926 funds were first received. You will probably not need all the spaces provided. When you reach 1969–1970 write that in the left hand column and stop. Circle any years in which PL 85-926 funds were not received.

TABLE B

Funded Years	Number of Graduating EH Students
5-6-7-8 1.	9-10-11
12-13-14-15 2.	16-17-18
19-20-21-22 3.	23-24-25
26-27-28-29 4.	30-31-32
33-34-35-36 5.	37-38-39
40-41-42-43 6.	44-45-46
47-48-49-50 7.	51-52-53

Budget Bureau No. 51-S70011
Approval Expires 12-31-70

EDUCATION FOR THE HANDICAPPED TRAINING PROGRAM SURVEY (CF)

18. Please estimate the percentage of the following ethnic groups represented in the student enrollment of your program for the years indicated:

	Percentage ethnic groups		
	Reference Academic Year	1968–1969 Academic Year	
a. American Indians	5 -6 -7	8 -9 -10	4
b. Negroes	11-12-13	14-15-16	
c. Orientals	17-18-19	20-21-22	
d. Spanish-Americans	23-24-25	26-27-28	
e. All Other Students	29-30-31	32-33-34	
Total	100%	100%	

Budget Bureau No. 51-S7001
Approval Expires 12-31-70

EDUCATION FOR THE HANDICAPPED TRAINING PROGRAM (PAD)

Area ______________________ Reference Year __________ University ______________________

1. Was this training area in operation for the reference year? Yes ☐ No ☐ 79

1- 2- 3- 4- 5-

1

2. Answer the following questions about applications received by your area for the years indicated.

	Reference Academic Year				1968-1969 Academic Year			
	BA	MA	Doct	Other	BA	MA	Doct	Other
a. What was the number of applications completed for admittance to program?	7 -8 -9	10-11-12	13-14-15	16-17-18	19-20-21	22-23-24	25-26-27	28-29-30
b. What was the number of above applicants actually enrolled?	31-32-33	34-35-36	37-38-39	40-41-42	43-44-45	46-47-48	49-50-51	52-53-54
c. What was your actual "new student" capacity?	55-56-57	58-59-60	61-62-63	64-65-66	67-68-69	70-71-72	73-74-75	76-77-78

79

3. Answer the following questions about the sex of the students who graduated from your program.

	Reference Academic Year				1968-1969 Academic Year			
	BA	MA	Doct	Other	BA	MA	Doct	Other
a. What was the number of male students receiving degrees ?	7 -8 -9	10-11-12	13-14-15	16-17-18	19-20-21	22-23-24	25-26-27	28-29-30
b. What was the number of female students receiving degrees?	31-32-33	34-35-36	37-38-39	40-41-42	43-44-45	46-47-48	49-50-51	52-53-54

2

4. Answer the following questions, by level of training about the students enrolled in the area.

	Reference Academic Year				1968-1969 Academic Year			
	MA	Doct	ABD*	Other	MA	Doct	ABD*	Other
a. What was the number of full time students?	7 -8 -9	10-11-12	13-14-15	16-17-18	19-20-21	22-23-24	25-26-27	28-29-30
b. What was the number of part time students?	31-32-33	34-35-36	37-38-39	40-41-42	43-44-45	46-47-48	49-50-51	52-53-54
c. What was the number of degrees conferred?	55-56-57	58-59-60	61-62-63	64-65-66	67-68-69	70-71-72	73-74-75	76-77-78

* Doctoral program with all but dissertation

3

5. Answer the following questions, by level of education, about the faculty in the areas.

	Ref. Academic Year			1968-69 Academic Year		
	MA	PMA	Doct	MA	PMA	Doct
a. What was the number of full time faculty devoting full time to your program?	31-32-33	34-35-36	37-38-39	40-41-42	43-44-45	46-47-48
b. What was the full time equivalent (FTE) of full time faculty devoting part of their time to your area ?	49-50-51	52-53-54	55-56-57	58-59-60	61-62-63	64-65-66
c. What was the FTE of part time faculty devoting time to your area?	7 -8 -9	10-11-12	13-14-15	16-17-18	19-20-21	22-23-24

4

5

6. Please indicate the college and department of which the program is a member. ______________________

25-26-27-28-29

7. Please indicate how many credit hours are offered in your program by the year indicated and check whether the university is on a quarterly or semester plan.

	Reference Academic Year	1968-1969 Academic Yr.	30-31
	☐ Semester ☐ Quarter	☐ Semester ☐ Quarter	
Total number of credit hours offered in your area	32-33-34	35-36-37	

Budget Bureau No. 51-S70011
Approval Expires 12-31-70

EDUCATION FOR THE HANDICAPPED TRAINING PROGRAM (PAD)

8. Please estimate the percentage of your area budget which was contributed by each of the following:

	Reference Academic Year	1968-1969 Academic Year
PL 85-926 *	38-39-40	41-42-43
University Administration	44-45-46	47-48-49
Other	50-51-52	53-54-55

9. Please estimate how much space the university administration alloted to your area for these academic years. (Include shared space) Answer in estimated number of square feet

	Reference Academic Year	1968-1969 Academic Year
a. Classrooms	56-57-58 sq. ft.	59-60-61 sq. ft.
b. Offices	62-63-64 sq. ft.	65-66-67 sq. ft.
c. Other (Comment)	68-69-70 sq. ft.	71-72-73 sq. ft.

6

10. If no area of Education for the Handicapped at your university has ever received PL 85-926 funds, check here ☐ and STOP 7

11. Do you, as an Area Director, feel that PL 85-926 funds have stimulated the growth of your program?
Yes ☐ No ☐ If yes, in what ways ? ______

8-9

12. In general, what do you think has been the impact of PL 85-926 on your area nationally? Please comment: ______

10-11

13. In general, what do you think has been the impact of PL 85-926 on your area at your university? Please comment: ______

12-13

14. Is your area presently receiving PL 85-926 funds ? Yes ☐ No ☐ ______ 14

15. In what year was your area funded under PL 85-926? ______ 15-16

16. In your opinion, have PL 85-926 funds stimulated the university to supply additional funds to your area?
Yes ☐ No ☐ If yes, in what ways ? ______

17-18

* PL 85-926 is defined as including the following: PL 88-164, PL 87-276, and PL 89-105

ORI FOLLOW-UP LETTER

Operations Research, Inc.
A subsidiary of Leasco Systems Corporation
1400 Spring Street, Silver Spring, Maryland 20910
Telephone: 558-6180, Area Code 301

25 May 1970

Dear Chairman:

A few weeks ago I sent you several questionnaires concerning a Manpower Survey for the Bureau of Education for the Handicapped. As of the above data I have received no reply.

I am aware that both the time of year and the difficult situations on many of the campuses to which this letter is being sent may have delayed your response. However, because of the extreme importance of the information being collected by these questionnaires, I must ask that they be mailed as soon as possible, and no later than June 10.

If you did not receive the survey materials, are in need of additional materials, or have any question about the completion of the questionnaires, please call me collect at Area Code 301/588-6180, ext. 281 between 8:30 a.m. and 5:00 p.m. EDST. If you have already returned your questionnaire, please disregard this letter and accept my thanks for your participation.

Very truly yours,

Peter M. Plantec
Principal Investigator

WORD CONTENT OF BEH FOLLOW-UP TELEGRAM

Subject: Bureau of Education for the Handicapped Manpower Questionnaires Sent by Mr. Plantec of ORI (O.E. Numbers 9026-1,2,3). No return received.

Dear Colleague:

Because of the difficulties in completing the above questionnaires at this time, I have extended the deadline to June 30. Please make every attempt to mail returns before then.

If you have questions, call Mr. Plantec at (301) 588-6180, Extension 281 between 8:30 a.m. and 5:00 p.m. E.D.S.T.

If you have sent your return, accept this as my thanks.

Leonard J. Lucito
Director
Division of Training Programs
USOE, BEH

PART II. PERSONNEL MOTIVATION SURVEY MATERIALS

B.6 This part contains the cover letters and questionnaires that were used in the Personnel Motivation Survey. It includes six different form letters and 25 different questionnaire pages that were assembled according to the type of respondent, as shown in Table B.2. For the convenience of the reader, complete questionnaire packets, including cover letter, are contained in this section. The table also indicates where there is similarity between questionnaires.

B.7 Copies of the ORI follow-up letter and the wording of the BEH follow-up telegram are also included.

TABLE B.2

PERSONNEL MOTIVATION SURVEY MATERIALS DISTRIBUTION

Page Form	Respondents					
	Spec. Ed. Dropouts	EH Students	Practitioners	Attritee	Reg. Ed. Students	Reg. Ed. Teachers
Cover Letter	Cover Letter SED-C	Cover Letter SES-C	Cover Letter SEP-C	Cover Letter SEA-C	Cover Letter RES-C	Cover Letter REP-C
SED-1	X					
SED-2	X					
CS1	X	X	X	X	X	X
S-B4	X	X	X	X		
S-B5	X	X	X	X		
SED-6	X					
S-E	X	X				
SES-1		X				
SES-2		X				
SES-6		X				
SEP-1			X			
SEP-2			X			
SEP-3			X			
SEPA-6			X	X		
SEP-7			X			
SEA-1				X		
SEA-2				X		
SEA-7				X		
RES-1					X	
R-B3					X	X
R-B4					X	X
RES-5					X	
REP-1						X
REP-5						X
REP-6						X

BEH COVER LETTER TO RES

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

You have been selected, along with a number of other education majors, to participate in a national survey sponsored by the U. S. Office of Education, Bureau of Education for the Handicapped. You, as an education major, have made a decision to enter teacher training. The Office of Education is interested in that decision and this survey is designed to collect information about it. The information you can give will be used to help the efforts to increase the supply of qualified teachers. Your assistance in this matter of professional importance will be invaluable.

All responses will be held in confidential files and tabulated for research purposes only. The responses of specific individuals will not be identified. In addition, the names of those selected and responding will not be released.

Please attempt to complete this questionnaire, and return it in the enclosed self-addressed envelope within 5 days.

Sincerely yours,

L. J. Lucito

Leonard J. Lucito, Director
Division of Training Programs

Budget Bureau No. 51-S70015
Approval Expires 12-31-70

1-2-3-4-5-6

STUDENT FORM (RES)

1. Sex (circle) M F 2. Present age: ______ 8-9-10 1

2. When did you decide to become a teacher? Year______ Age ______ 11-12-13-14

4. What was the most important thing that caused you to first seriously consider education as your field?

______

______ 15-16

______

5. When did you first enter teacher training? Year______ Age ______ 17-18-19-20

6. Did you ever train for a career in Education for the Handicapped? Yes ☐ No ☐ 21

7. When you entered teacher training, what was your marital status? 22
Single ☐ Married ☐ Divorced ☐ Widowed ☐

8. Did the amount and kind of financial support available for teacher training help motivate you to enter that field? 23
Not at all ☐ Moderately ☐ Very Much ☐

9. When you decided to become a teacher did you think that it might improve your draft status? 24
Yes ☐ No ☐ Not applicable ☐

10. What was your first source of information about teaching?

______

______ 25-26

______

11. How would you evaluate the quality of your training to be a teacher thus far? 27
Excellent ☐ Fair ☐ Good ☐ Poor ☐

12. What contact have you had with handicapped children or adults ? →

If none, have you avoided contact ? Yes ☐ No ☐

Situation (e.g. Home, camp)	Your relationship to handicapped person	Your age	
			28-29-30-31
			32-33-34-35
			36-37-38-39

13. Are you or is a member of your family handicapped? Yes ☐ No ☐ 40

14. Have you ever considered Education for the Handicapped as a career? Yes ☐ No ☐ If yes, why are you not training in Education for the Handicapped ?

______

______ 41-42

______

15. What could be done to make a career in Education for the Handicapped attractive to you?

______ 43-44

______

______

______

Budget Bureau No. 51-S70014
No. 51-S70015
Approval Expires 12-31-70

Career Sequence Information

The chart below has been designed to trace the sequence of training and practice you have followed. Each line (row) is designed to record data about a given time period during which you undertook a given level of training, work experience or both. Line one starts with a description of your undergraduate training; if you also had a job while going to school you would describe it on the same line. Each time you changed jobs or level of training, start a new line. Circle the symbols to describe your training and/or experience. (Circle a degree only for the time period during which it was awarded.) The first time period has been used to illustrate an example.

Start on line 2 and indicate in column 2 the first set of consecutive years you undertook undergraduate training. Circle the appropriate symbols to describe your training. Indicate any work experience you gained during that time period on the same line. Complete the succeeding lines in order, using a new line for each change in position, year of education, summer session or special study institute. On each line indicate the academic years or summer that applies and then circle the appropriate symbols. Indicate all periods of work, school, or unemployment. Do not indicate unemployment for vacations. If unemployed, circle only UE under "Experience."

Time Period		Description of Training						Description of Experience		
Time period	Academic years or summer	Training level in progress UG = undergraduate 5 = fifth year MA = masters PMA = post masters SI = special study institute	Area S = special education R = regular education O = other	F = full time P = part time	Degree received (Circle Ed.S for advanced certificate) Skip this column for years in which you did not receive a degree	Reason for training EF = enter field OC = obtain certification AA = advance in your area CA = change area SP = special project training O = other	Financial aid PL = PL 85-926 as amended, includes PL 88-164, PL 87-276, and PL 89-105 OF = other Federal ST = state grants, etc. DK = do not know source of aid NO = none or other	Area UE = unemployed RE = regular education EH = Education for the Handicapped OP = other professional O = other (If UE, go on to the next line)	Type T = teacher A = administrator TT = teacher trainer O = other	F = full time P = part time
1	2	3	4	5	6	7	8	9	10	11
1	6061	[✓ UG] 5 MA PMA SI	[✓ S] R O	[✓ F] P	BA MA Ed.S Doc	[✓ EF] OC AA CA SP O	PL OF ST DK [✓ NO]	[✓ UE] RE EH OP O	T A TT O	F P
2		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OC AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
3		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OC AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
4		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OC AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
5		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OC AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
6		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
7		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
8		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
9		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
10		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
11		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
12		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
13		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
14		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
15		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
16		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P

Budget Bureau No. 51-S70015
Approval Expires 12-31-70

The following pages contain a number of two-part questions about various aspects of Education. The first part of each question asks about the extent to which you were attracted to the field by that particular aspect. You will have five choices.

SD^1	D^2	O^3	A^4	SA^5
Strongly Discouraged	Discouraged	Neutral	Attracted	Strongly Attracted

Answers to the left of "neutral," should indicate that you were so dissatisfied with this particular aspect that it tended to discourage you from entering the field. Answers to the right of "neutral" should indicate that although that aspect of Education for the Handicapped may not entirely meet your needs or desires, it still made the field relatively attractive to you.

The neutral or zero point indicates that the aspect in question neither attracted nor discouraged you from the field. It also could mean that you had too little information to be influenced one way or the other by this aspect.

The second part of the question asks how important this aspect of teaching was to you. You are asked to rate importance on a five point scale.

	1	2	3	4	5	
(Minimum)						(Maximum)

A rating of "1" should indicate minimum or no importance, while a rating of "5" should mean maximum importance. Ratings in between should be used to indicate feelings between the two extremes.

You will be presented with a list of aspects of Education training or practice. Next to each there will be two columns in which to enter your response. In the first column indicate the extent of attraction, and in the second column indicate the importance of that aspect to you. An example follows:

	Attraction	Importance
1. Salary potential ______	SD^1 D^2 O^3 [✓ A^4] SA^5	1 2 3 [✓ 4] 5
2. Working hours ______	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5

The answer to sample question 1 indicates that salary potential was attractive and this aspect was of above average importance to the individual.

Section B of this survey should be completed by indicating how you felt when you entered teacher training. Section B1 deals with Teacher Training and Section B2 deals with Teaching in Practice

B.1 Indicate how you felt about Teacher Training when you entered it.

Aspect	Attraction	Importance
1. Interest level of the training course content ————	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
2. Financial support for training available to regular education students—	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
3. Difficulty of the training and course work ————	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
4. Quality of available training in education ————	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
5. Ease of entry into education studies ————	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
6. Length of training required ————	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
7. Status associated with being an education student ————	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5

B. 2 Answer the following questions by indicating how you felt about Teaching when you entered teacher training

Aspect	Attraction	Importance
1. Social relevancy of work with children ————	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
2. The rate of advancement in teaching ————	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
3. Amount of prestige associated with teaching ————	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5

Budget Bureau No. 51-S70015
Approval Expires 12-31-70

Aspect	Attraction	Importance
4. Work hours in teaching	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
5. General working conditions in education	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
6. The amount of time left for leisure and relaxation	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
7. Working with children	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
8. Difficulty level of work in education	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
9. Chances for success in education	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
10. The status you would gain among your peers	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
11. The way a career in education could fit into your style of life	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
12. The starting pay	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
13. The amount of vacation	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
14. The salary potential	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
15. Income security	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
16. Relevancy to your personal values	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
17. Time left to spend with your family after work	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
18. The public image of a teacher	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
19. The size of the classes you would be teaching	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
20. The flexibility to leave and return to work as your personal plans required	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
21. The ease with which you could find a job in the field after completion of training	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5

Were there other aspects of Teaching that you considered?

Please list them below and rate them on the basis of attraction and importance.

Aspect	Attraction	Importance
________	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
________	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
________	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
________	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
________	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5

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Approval Expires 12-31-70

Section C of this survey should be answered by indicating how you feel about these aspects now. Section C1 asks questions about Teacher training and Section C2 asks questions about teaching in practice.

C.1. Indicate how you feel now about these aspects of Teacher training.

Aspect	Attraction	Importance
1. Interest level of the training and course content	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
2. Financial support for training available to regular education students	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
3. Difficulty of the training and course work	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
4. Quality of available training in education	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
5. Ease of entry into education studies	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
6. Length of training required	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
7. Status associated with being an education student	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5

C.2. Indicate how you feel now about these aspects of teaching in practice.

Aspect	Attraction	Importance
1. Social relevancy of work with children	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
2. The rate of advancement in teaching	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
3. Amount of prestige associated with teaching	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
4. Work hours in teaching	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
5. General working conditions in education	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
6. The amount of time left for leisure and relaxation	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
7. Working with children	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
8. Difficulty level of work in education	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
9. Chances for success in education	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
10. The status you would gain among your peers	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
11. The way a career in education could fit into your style of life	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
12. The starting pay	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
13. The amount of vacation	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
14. The salary potential	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
15. Income security	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
16. Relevancy to your personal values	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
17. Time left to spend with your family after work	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
18. The public image of a teacher	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
19. The size of the classes you would be teaching	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
20. The flexibility to leave and return to work as your personal plans required	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
21. The ease with which you could find a job in the field after completion of training	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5

Were there other aspects of Teaching that you considered?

Please list them below and rate them on the basis of attraction and importance.

Aspect	Attraction	Importance
______________________	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
______________________	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
______________________	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5

BEH COVER LETTER TO REP

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

You have been selected, along with a number of other teachers, to participate in a national survey, sponsored by the U. S. Office of Education, Bureau of Education for the Handicapped. You have made a number of career decisions concerning teaching. The Office of Education is interested in those decisions and this survey is designed to collect information about them. The information you can give will be used to help increase the supply of qualified teachers. Your assistance in this matter of professional importance will be invaluable.

All responses will be held in confidential files and tabulated for research purposes only. The responses of specific individuals will not be identified. In addition the names of those selected and responding will not be released.

Please attempt to complete this questionnaire, and return it in the enclosed self-addressed envelope within 5 days.

Sincerely,

L. J. Lucito

Leonard J. Lucito, Director
Division of Training Programs

Budget Bureau No 51-S70015
Approval Expires 12-31-70

1-2-3-4-5-6

TEACHER FORM (REP)

1. Sex (circle) M F 2. Present age: ______ 8-9-10 1

3. When did you decide to become a teacher? Year ______ Age ______ 11-12-13-14

4. What was the most important thing that caused you to first seriously consider education as your field?

______

______

______ 15-16

5. When did you first enter teacher training? Year ______ Age ______ 17-18-19-20

6. Did you ever train for a career in Education for the Handicapped? Yes ☐ No ☐ 21

7. When you entered teacher training, what was your marital status?
Single ☐ Married ☐ Divorced ☐ Widowed ☐ 22

8. Did the amount and kind of financial support available for teacher training help motivate you to enter that field?
Not at all ☐ Moderately ☐ Very Much ☐ 23

9. When you decided to become a teacher did you think that it might improve your draft status?
Yes ☐ No ☐ Not applicable ☐ 24

10. What was your first source of information about teaching?

______

______

______ 25-26

11. How would you evaluate the quality of your training to be a teacher thus far?
Excellent ☐ Fair ☐ Good ☐ Poor ☐ 27

12. Please indicate your present title and check your current work setting; Title: ______ 28
Public School ☐ Private School ☐ Government Agency ☐ Private Agency ☐ College or University ☐
Clinic ☐ Hospital ☐ Rehabilitation Center ☐ Other (describe) ☐

______

______ 29-30

13. What contact have you had with handicapped children or adults →→→→→→→→→→→→→→→→→→→→→→→→

If none, have you avoided contact? Yes ☐ No ☐

Situation (e.g. Home, camp)	Your relationship to handicapped person	Your age	
			31-32-33-34
			35-36-37-38
			39-40-41-42

14. Are you, or is a member of your family handicapped? Yes ☐ No ☐ 43

15. Have you ever considered Education for the Handicapped as a career? Yes ☐ No ☐ If yes, why are you not practicing in Education for the Handicapped?

______

______

______ 44-45

16. What could be done to make a career in Education for the Handicapped attractive to you?

______

______

______ 46-47

Budget Bureau No. 51-S70014
No. 51-S70015
Approval Expires 12-31-70

Career Sequence Information

The chart below has been designed to trace the sequence of training and practice you have followed. Each line (row) is designed to record data about a given time period during which you undertook a given level of training, work experience or both. Line one starts with a description of your undergraduate training; if you also had a job while going to school you would describe it on the same line. Each time you changed jobs or level of training, start a new line. Circle the symbols to describe your training and/or experience. (Circle a degree only for the time period during which it was awarded.) The first time period has been used to illustrate an example.

Start on line 2 and indicate in column 2 the first set of consecutive years you undertook undergraduate training. Circle the appropriate symbols to describe your training. Indicate any work experience you gained during that time period on the same line. Complete the succeeding lines in order, using a new line for each change in position, year of education, summer session or special study institute. On each line indicate the academic years or summer that applies and then circle the appropriate symbols. Indicate all periods of work, school, or unemployment. Do not indicate unemployment for vacations. If unemployed, circle only UE under "Experience."

Time Period		Description of Training						Description of Experience		
Time period	Academic years or summer	Training level in progress UG = undergraduate 5 = fifth year MA = masters PMA = post masters SI = special study institute	Area S = special education R = regular education O = other	F = full time P = part time	Degree received (Circle Ed.S for advanced certificate) Skip this column for years in which you did not receive a degree	Reason for training EF = enter field OC = obtain certification AA = advance in your area CA = change area SP = special project training O = other	Financial aid PL = PL 85-926 as amended, includes PL 88-164, PL 87-276, and PL 89-105 OF = other Federal ST = state grants, etc. DK = do not know source of aid NO = none or other	Area UE = unemployed RE = regular education EH = Education for the Handicapped OP = other professional O = other (If UE, go on to the next line)	Type T = teacher A = administrator TT = teacher trainer O = other	F = full time P = part time
1	2	3	4	5	6	7	8	9	10	11
1	6061	[✓ UG] 5 MA PMA SI	[✓ S] R O	[✓ F] P	BA MA Ed.S Doc	[✓ EF] OC AA CA SP O	PL OF ST DK [✓ NO]	[✓ UE] RE EH OP O	T A TT O	F P
2		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OC AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
3		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OC AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
4		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OC AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
5		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OC AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
6		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
7		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
8		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
9		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
10		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
11		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
12		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
13		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
14		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
15		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
16		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P

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The following pages contain a number of two-part questions about various aspects of Education. The first part of each question asks about the extent to which you were attracted to the field by that particular aspect. You will have five choices.

SD ^{1}	D ^{2}	O ^{3}	A ^{4}	SA ^{5}
Strongly Discouraged	Discouraged	Neutral	Attracted	Strongly Attracted

Answers to the left of "neutral," should indicate that you were so dissatisfied with this particular aspect that it tended to discourage you from entering the field. Answers to the right of "neutral" should indicate that although that aspect of Education for the Handicapped may not entirely meet your needs or desires, it still made the field relatively attractive to you.

The neutral or zero point indicates that the aspect in question neither attracted nor discouraged you from the field. It also could mean that you had too little information to be influenced one way or the other by this aspect.

The second part of the question asks how important this aspect of teaching was to you. You are asked to rate importance on a five point scale.

(Minimum) 1 2 3 4 5 (Maximum)

A rating of "1" should indicate minimum or no importance, while a rating of "5" should mean maximum importance. Ratings in between should be used to indicate feelings between the two extremes.

You will be presented with a list of aspects of Education training or practice. Next to each there will be two columns in which to enter your response. In the first column indicate the extent of attraction, and in the second column indicate the importance of that aspect to you. An example follows:

	Attraction					Importance
1. Salary potential ______	SD ^{1}	D ^{2}	O ^{3}	[✓ A ^{4}]	SA ^{5}	1 2 3 [✓ 4] 5
2. Working hours ______	SD ^{1}	D ^{2}	O ^{3}	A ^{4}	SA ^{5}	1 2 3 4 5

The answer to sample question 1 indicates that salary potential was attractive and this aspect was of above average importance to the individual.

Section B of this survey should be completed by indicating how you felt when you entered teacher training. Section B1 deals with Teacher Training and Section B2 deals with Teaching in Practice

B.1 Indicate how you felt about Teacher Training when you entered it.

Aspect	Attraction	Importance
1. Interest level of the training course content	SD ^{1} D ^{2} O ^{3} A ^{4} SA ^{5}	1 2 3 4 5
2. Financial support for training available to regular education students	SD ^{1} D ^{2} O ^{3} A ^{4} SA ^{5}	1 2 3 4 5
3. Difficulty of the training and course work	SD ^{1} D ^{2} O ^{3} A ^{4} SA ^{5}	1 2 3 4 5
4. Quality of available training in education	SD ^{1} D ^{2} O ^{3} A ^{4} SA ^{5}	1 2 3 4 5
5. Ease of entry into education studies	SD ^{1} D ^{2} O ^{3} A ^{4} SA ^{5}	1 2 3 4 5
6. Length of training required	SD ^{1} D ^{2} O ^{3} A ^{4} SA ^{5}	1 2 3 4 5
7. Status associated with being an education student	SD ^{1} D ^{2} O ^{3} A ^{4} SA ^{5}	1 2 3 4 5

B. 2 Answer the following questions by indicating how you felt about Teaching when you entered teacher training

Aspect	Attraction	Importance
1. Social relevancy of work with children	SD ^{1} D ^{2} O ^{3} A ^{4} SA ^{5}	1 2 3 4 5
2. The rate of advancement in teaching	SD ^{1} D ^{2} O ^{3} A ^{4} SA ^{5}	1 2 3 4 5
3. Amount of prestige associated with teaching	SD ^{1} D ^{2} O ^{3} A ^{4} SA ^{5}	1 2 3 4 5

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Aspect	Attraction	Importance
4. Work hours in teaching	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
5. General working conditions in education	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
6. The amount of time left for leisure and relaxation	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
7. Working with children	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
8. Difficulty level of work in education	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
9. Chances for success in education	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
10. The status you would gain among your peers	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
11. The way a career in education could fit into your style of life	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
12. The starting pay	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
13. The amount of vacation	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
14. The salary potential	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
15. Income security	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
16. Relevancy to your personal values	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
17. Time left to spend with your family after work	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
18. The public image of a teacher	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
19. The size of the classes you would be teaching	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
20. The flexibility to leave and return to work as your personal plans required	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
21. The ease with which you could find a job in the field after completion of training	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5

Were there other aspects of Teaching that you considered?

Please list them below and rate them on the basis of attraction and importance.

Aspect	Attraction	Importance
	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5

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C **Answer the following questions by indicating how you felt when you entered teaching practice.**

Aspect	Attraction	Importance
1. Social relevancy of work with children	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
2. The rate of advancement in teaching	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
3. Amount of prestige associated with teaching	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
4. Work hours in teaching	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
5. General working conditions in education	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
6. The amount of time left for leasure and relaxation	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
7. Working with children	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
8. Difficulty level of work in education	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
9. Chances for success in education	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
10. The status you would gain among your peers	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
11. The way a career in education could fit into your style of life	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
12. The starting pay	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
13. The amount of vacation	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
14. The salary potential	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
15. Income security	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
16. Relevancy to your personal values	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
17. Time left to spend with your family after work	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
18. The public image of a teacher	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
19. The size of the classes you would be teaching	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
20. The flexibility to leave and return to work as your personal plans required	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
21. The ease with which you could find a job in the field after completion of training	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5

Where there other aspects of Teaching that you considered?

Please list them below and rate them on the basis of attraction and importance.

Aspect	Attraction	Importance
	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5

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D. Indicate how you feel now about these aspects of teaching in practice.

Aspect	Attraction	Importance
1. Social relevancy of work with children	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
2. The rate of advancement in teaching	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
3. Amount of prestige associated with teaching	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
4. Work hours in teaching	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
5. General working conditions in education	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
6. The amount of time left for leisure and relaxation	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
7. Working with children	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
8. Difficulty level of work in education	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
9. Chances for success in education	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
10. The status you would gain among your peers	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
11. The way a career in education could fit into your style of life	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
12. The starting pay	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
13. The amount of vacation	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
14. The salary potential	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
15. Income security	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
16. Relevancy to your personal values	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
17. Time left to spend with your family after work	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
18. The public image of a teacher	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
19. The size of the classes you would be teaching	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
20. The flexibility to leave and return to work as your personal plans required	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
21. The ease with which you could find a job in the field after completion of training	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5

Were there other aspects of Teaching that you considered?

Please list them below and rate them on the basis of attraction and importance.

Aspect	Attraction	Importance
______	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
______	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
______	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
______	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
______	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5

BEH COVER LETTER SED

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

You have been selected, along with a number of other former majors in Education for the Handicapped (all Speech Pathology and Audiology personnel should, for the purposes of this survey, consider themselves to be in Education for the Handicapped), to participate in a national survey, sponsored by the U. S. Bureau of Education for the Handicapped. You have made a number of career decisions concerning teaching. The Bureau of Education for the Handicapped is interested in those decisions and this survey is designed to collect information about them. The information you can give will be used to help increase the supply of qualified personnel trained to teach the handicapped. Your assistance in this matter of professional importance will be invaluable.

All responses will be held in confidential files and tabulated for research purposes only. The responses of specific individuals will not be identified. In addition, the names of those selected and responding will not be released.

Please attempt to complete this questionnaire, and return it in the enclosed self-addressed envelope within 5 days.

Sincerely,

L. J. Lucito

Leonard J. Lucito, Director
Division of Training Programs

Budget Bureau No 51-S70014
Approval Expires 12-31-70

1-2-3-4-5-6

EDUCATION FOR THE HANDICAPPED MANPOWER SURVEY (SED)

1. Sex (circle) M F 2. Present age: ______ 8 -9 -10

3. When did you decide to enter the field of education? Year______ Age ______ 11-12-13-14

4. What was the most important thing that caused you to first seriously consider Education for the Handicapped as your field?

______

______

______ 15-16

5. When did you first enter teacher training? Year______ Age ______ 17-18-19-20

6. When did you decide to enter training in Education for the Handicapped? Year______ Age ______ 21-22-23-24

7. When did you first enter training in Education for the Handicapped? Year______ Age ______ 25-26-27-28

8. When you entered training in Education for the Handicapped, what was your marital status? 29
Single☐ Married☐ Divorced☐ Widowed☐

9. When you entered training in Education for the Handicapped, what prior experience did you have with handicapped children? (If none, check here ☐)

Situation (e.g. Home, camp)	Your relationship to handicapped person	Your age	
			30-31-32-33
			34-35-36-37
			38-39-40-41

10. When you entered training in Education for the Handicapped, what formal education did you have? 42-43-44-45-46-47-48
College credit hours: Semester______ Quarter______ Degree: None☐ A.A.☐ B.A.☐ M.A.☐ Ed.S* Doct.☐

11. How much did the amount and kind of financial support available for training in Education for the Handicapped influence you to enter the field? Not at all☐ Very little☐ Moderately☐ Very much☐ 49

12. How far from your home (your permanent address) was the university which you attended for your training in Education for the Handicapped ? Circle approximate milage. 50-51
1. 0 - 10 2. 10 - 50 3. 50 - 500 4. 500 - 1000 5. Over 1000

13. When you decided to enter Education for the Handicapped did you think it might improve your draft status? Yes☐ No☐ Not applicable☐ 52

14. What was your first source of information about Education for the Handicapped?

______

______

______ 53-54

15. What were the main sources of your information about Education for the Handicapped prior to your decision to enter training?

______

______

______ 55-56-57-58-59-60

16. How would you evaluate the quality of your training in Education for the Handicapped? 61
Excellent☐ Good☐ Fair☐ Poor☐

17. What is your current major or job speciality? 62-63

______

______

* Educational Specialist

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EDUCATION FOR THE HANDICAPPED MANPOWER SURVEY (SED)

18. Please indicate on the chart at the right any changes in your area of specialization during study and practice. Start with your first area of study or practice – whichever came first–on line 1. Put an "S" for study and a "P" for practice under the area of specialization. Continue noting all changes in area of specialization on successive lines.

ND	– Area of specialization not declared
A	– Administration
VH	– Visually handicapped
SH	– Speech and hearing
MR	– Mentally retarded
LD	– Learning disabilities
ED	– Emotionally disturbed
D	– Deaf
C	– Crippled
MH	– Multiple handicapped

Area of specialization in Education for the Handicapped

	ND	A	VH	SH	MR	LD	ED	D	C	MH	
1.											64-65
2.											66-67
3.											68-69
4.											70-71
5.											72-73
6.											74-75

19. What was your first contact with handicapped children?
Situation: ______ 76

Your relation to handicapped person: ______ 77

Your age: ______ 78-79

20. Are you, or any member of your family handicapped? Yes☐ No☐ 80

2

21. When did you decide to leave training in Education for the Handicapped? Year_____ Age ______ 8 -9 -10-11

22. What first caused you to seriously consider leaving training in Education for the Handicapped?

______

______

______ 12-13

23. What were the main sources of the information upon which you based your decision to leave training in Education for the Handicapped?

______

______

______ 14-15-16-17-18-19

24. What were the main reasons you left Education for the Handicapped training?

______

______

______ 20-21-22-23-24-25

25. Do you think that you will ever return to training in Education for the Handicapped? Yes☐ No☐
If no, what could be done to make the field more attractive to you?

______

______

______

______

______

______ 26-27

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Career Sequence Information

The chart below has been designed to trace the sequence of training and practice you have followed. Each line (row) is designed to record data about a given time period during which you undertook a given level of training, work experience or both. Line one starts with a description of your undergraduate training; if you also had a job while going to school you would describe it on the same line. Each time you changed jobs or level of training, start a new line. Circle the symbols to describe your training and/or experience. (Circle a degree only for the time period during which it was awarded.) The first time period has been used to illustrate an example.

Start on line 2 and indicate in column 2 the first set of consecutive years you undertook undergraduate training. Circle the appropriate symbols to describe your training. Indicate any work experience you gained during that time period on the same line. Complete the succeeding lines in order, using a new line for each change in position, year of education, summer session or special study institute. On each line indicate the academic years or summer that applies and then circle the appropriate symbols. Indicate all periods of work, school, or unemployment. Do not indicate unemployment for vacations. If unemployed, circle only UE under "Experience."

Time Period		Description of Training						Description of Experience		
Time period	Academic years or summer	Training level in progress UG = undergraduate 5 = fifth year MA = masters PMA = post masters SI = special study institute	Area S = special education R = regular education O = other	F = full time P = part time	Degree received (Circle Ed.S for advanced certificate) Skip this column for years in which you did not receive a degree	Reason for training EF = enter field OC = obtain certification AA = advance in your area CA = change area SP = special project training O = other	Financial aid PL = PL 85-926 as amended, includes PL 88-164, PL 87-276, and PL 89-105 OF = other Federal ST = state grants, etc. DK = do not know source of aid NO = none or other	Area UE = unemployed RE = regular education EH = Education for the Handicapped OP = other professional O = other (If UE, go on to the next line)	Type T = teacher A = administrator TT = teacher trainer O = other	F = full time P = part time
1	2	3	4	5	6	7	8	9	10	11
1	60-61	[✓ UG] 5 MA PMA SI	[✓ S] R O	[✓ F] P	BA MA Ed.S Doc	[✓ EF] OC AA CA SP O	PL OF ST DK [✓ NO]	[✓ UE] RE EH OP O	T A TT O	F P
2		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OC AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
3		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OC AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
4		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OC AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
5		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OC AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
6		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
7		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
8		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
9		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
10		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
11		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
12		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
13		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
14		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
15		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
16		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P

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The following pages contain a number of two-part questions about various aspects of Education for the Handicapped. The first part of each question asks about the extent to which you were attracted to the field by a particular aspect.

You will have five choices.

SD^1	D^2	0^3	A^4	SA^5
Strongly Discouraged	Discouraged	Neutral	Attracted	Strongly Attracted

Answers to the left of "neutral," should indicate that you were so dissatisfied with this particular aspect that it tended to discourage you from entering the field. Answers to the right of "neutral" should indicate that although that aspect of Education for the Handicapped may not entirely meet your needs or desires, it still made the field relatively attractive to you.

The neutral or zero point indicates that the aspect in question neither attracted nor discouraged you from the field. It also could mean that you had too little information to be influenced one way or the other by this aspect.

The second part of the question asks how important this aspect of work in Education for the Handicapped was to you. You are asked to rate importance on a five point scale.

(Minimum) 1 2 3 4 5 (Maximum)

A rating of "1" should indicate minimum or no importance, while a rating of "5" should mean maximum importance. Ratings in between should be used to indicate feelings between the two extremes.

You will be presented with a list of aspects of training or practice in Education for the Handicapped. Next to each there will be two columns in which to enter your response. In the first column indicate the extent of attraction and in the second column indicate the importance of that aspect to you. An example follows:

	Attraction	Importance
1. Salary potential	SD^1 D^2 0^3 [✓ A^4] SA^5	1 2 3 [✓ 4] 5
2. Working hours	SD^1 D^2 0^3 A^4 SA^5	1 2 3 4 5

The answer to sample question 1 indicates that salary potential was attractive and this aspect was of above average importance to the individual.

Section B of this survey should be completed by indicating how you felt when you entered training in Education for the Handicapped. Section B1 deals with Training and Section B2 deals with Practice.

B.1. Indicate how you felt about Training in Education for the Handicapped, when you entered it.

	Attraction	Importance
1. Interest level of the training and course content	SD^1 D^2 0^3 A^4 SA^5	1 2 3 4 5
2. Financial support for training available to students in Education for the Handicapped	SD^1 D^2 0^3 A^4 SA^5	1 2 3 4 5
3. Difficulty of the training and course work	SD^1 D^2 0^3 A^4 SA^5	1 2 3 4 5
4. Quality of training in Education for the Handicapped	SD^1 D^2 0^3 A^4 SA^5	1 2 3 4 5
5. Ease of entry into training in Education for the Handicapped	SD^1 D^2 0^3 A^4 SA^5	1 2 3 4 5
6. Length of training required	SD^1 D^2 0^3 A^4 SA^5	1 2 3 4 5
7. Status associated with being a student in Education for the Handicapped	SD^1 D^2 0^3 A^4 SA^5	1 2 3 4 5

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B.2. Answer the following questions by indicating how you felt about practice in Education for the Handicapped, when you entered special education teacher training.

Aspect	Attraction	Importance
1. Social relevancy of work with handicapped children	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
2. The rate of advancement in Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
3. Amount of prestige associated with Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
4. Work hours in Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
5. General working conditions in Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
6. The amount of time left for leisure and relaxation	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
7. Working with Handicapped children	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
8. Difficulty level of work in Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
9. Chances for success in Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
10. The status you would gain among your peers	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
11. The way a career in education for the Handicapped could fit into your style of life	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
12. The starting pay	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
13. The amount of vacation	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
14. The salary potential	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
15. Income security	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
16. Relevancy of working with the handicapped to your personal values	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
17. Time left to spend with your family after work	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
18. The public image of a teacher in Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
19. The size of the classes you would be teaching	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
20. The flexibility to leave and return to work as your personal plans require	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
21. The ease with which you could find a job in the field after completion of training	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5

Were there other aspects of education for the Handicapped that you considered? Please list them below and rate them on the basis of attraction and importance.

Aspect	Attraction	Importance
	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5

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C. This section should be answered by indicating how you felt about these aspects when you decided to leave Education for the Handicapped training.

C.1. Indicate how you felt about Education for the Handicapped training when you decided to leave it.

	Aspect	Attraction	Importance
1.	Interest level of the training and course content	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
2.	Financial support for training available to students in Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
3.	Difficulty of the training and course work	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
4.	Quality of training in Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
5.	Ease of entry into Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
6.	Length of training required	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
7.	Status associated with being a special education student	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5

C.2. Indicate how you felt about these aspects of Education for the Handicapped practice when you decided to leave Education for the Handicapped training.

	Aspect	Attraction	Importance
1.	Social relevancy of work with handicapped children	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
2.	The rate of advancement in Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
3.	Amount of prestige associated with Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
4.	Work hours in Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
5.	General working conditions in Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
6.	The amount of time left for leisure and relaxation	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
7.	Working with handicapped children	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
8.	Difficulty level of work in Education for the Handicapped children	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
9.	Chances for success in Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
10.	The status you would gain among your peers	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
11.	The way a career in Education for the Handicapped could fit into your style of life	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
12.	The starting pay	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
13.	The amount of vacation	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
14.	The salary potential	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
15.	Income security	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
16.	Relevancy to your personal values	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
17.	Time left to spend with your family after work	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
18.	The public image of a teacher in Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
19.	The size of the classes you would be teaching	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
20.	The flexibility to leave and return to work as your personal plans require	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
21.	The ease with which you could find a job in the field after completion of training	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5

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Were there other aspects of special education that you considered?

Please list them below and rate them on the basis of attraction and importance.

Aspect		Attraction	Importance
		SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
		SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
		SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
		SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
		SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5

BEH COVER LETTER TO SES

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

You have been selected, along with a number of other students in Education for the Handicapped (all Speech Pathology and Audiology personnel should, for the purposes of this survey, consider themselves to be in Education for the Handicapped), to participate in a national survey, sponsored by the Bureau of Education for the Handicapped, U. S. Office of Education. You as a student of Education for the Handicapped, have made a decision to enter training for work in Education for the Handicapped. The B.E.H. is interested in that decision and this survey is designed to collect information about it. The information you can give will be used to help the Bureau in its efforts to increase the supply of personnel trained to teach the handicapped. Your assistance in this matter of professional importance will be invaluable.

All responses will be held in confidential files and tabulated for research purposes only. The responses of specific individuals will not be identified. In addition, the names of those selected and responding will not be released.

Please attempt to complete the questionnaire, and return it in the enclosed self-addressed envelope within 5 days.

Sincerely,

L. J. Lucito

Leonard J. Lucito, Director
Division of Training Programs

Enc.

OE Form No. 9026-4 SES-C

000810

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1-2-3-4-5-6

EDUCATION FOR THE HANDICAPPED MANPOWER SURVEY (SES)

1

1. Sex (circle) M F   2. Present age: ____ 8-9-10

3. When did you decide to enter the field of education? Year____ Age ____ 11-12-13-14

4. What was the most important thing that caused you to first seriously consider Education for the Handicapped as your field?

____

____ 15-16

____

5. When did you first enter teacher training? Year ____ Age ____ 17-18-19-20

6. When did you decide to enter training in Education for the Handicapped? Year____ Age ____ 21-22-23-24

7. When did you first enter training in Education for the Handicapped? Year ____ Age ____ 25-26-27-28

8. When you entered training in Education for the Handicapped what was your marital status? 29
Single☐ Married☐ Divorced☐ Widowed☐

9. When you entered training in Education for the Handicapped, what prior experience did you have with handicapped children? (If none, check here ☐) →

Situation (e.g. Home, camp)	Your relationship to handicapped person	Your age

30-31-32-33
34-35-36-37
38-38-40-41

10. When you entered training in Education for the Handicapped, what formal education did you have? 42-43-44-45-46-47-48
College credit hours: Semester ____ Quarter ____ Degree: None☐ A.A. ☐ B.A. ☐ M.A☐ Ed.S*☐ Doct.☐

11. Did the amount and kind of financial support available for training in Education for the Handicapped help motivate you to enter the field? Not at all☐ Very little☐ Moderately☐ Very much☐ 49

12. How far from your home (your permanent address) was the university which you attended for your training in Education for the Handicapped ? Circle approximate milage. 50-51
1. 0-10 2. 10-50 3. 50-500 4. 500-1000 5. Over 1000

13. When you decided to enter Education for the Handicapped did you think that it might improve your draft status? Yes☐ No☐ Not applicable ☐ 52

14. What was your first source of information about Education for the Handicapped?

____

____ 53-54

____

15. What were the main sources of your information about Education for the Handicapped prior to your decision to enter training?

____

____ 55-56-57-58-59-60

____

16. How would you evaluate the quality of your training in Education for the Handicapped thus far? 61
Excellent☐ Good☐ Fair☐ Poor☐

17. What is your present area of specialization in Education for the Handicapped?
Administrative (A)☐ Visual Handicapped (VH)☐ Speech and Hearing (SH)☐ Mental Retardation (MR)☐
Learning Disabilities (LD)☐ Emotionally Disturbed (ED)☐ Deaf (D)☐ Crippled (C)☐ Interrelated(IR)☐ 62-63
Multiple Handicapped (MH)☐

* Educational Specialist

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EDUCATION FOR THE HANDICAPPED MANPOWER SURVEY (SES)

18. Please indicate on the chart at the right any changes in your area of specialization during study and practice. Start with your first area of study or practice – whichever came first on line 1. Put an "S" for study and a "P" for practice under the area of specialization. Continue noting all changes in area of specialization on successive lines.

ND – Area of specialization not declared
A – Administration
VH – Visually handicapped
SH – Speech and hearing
MR – Mental retardation
LD – Learning disabilities
ED – Emotionally disturbed
D – Deaf
C – Crippled
MH – Multiple handicapped

	Area of Specialization in Education for the Handicapped										
	ND	A	VH	SH	MR	LD	ED	D	C	MH	
1.											64-65
2.											66-67
3.											68-69
4.											70-71
5.											72-73
6.											74-75

19. What was your first contact with handicapped children ?
Situation: ________________ 76
Your relation to handicapped person: ________________ 77
Your age: ________________ 78-79

20. Are you, or is a member of your family handicapped? Yes☐ No☐ 80

21. Do you receive any Federal aid? Yes☐ No☐ Don't know☐ If yes, what kinds?
____
____
________________ 8-9

2

22. Do you think that you will remain in Education for the Handicapped for at least five consecutive years of practice following training? Yes☐ No☐ Undecided☐ 10
If no, do you think you would return to the field at a later time? Yes☐ No☐ Undecided☐
Explain ________________
____
____
________________ 11-12

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Career Sequence Information

The chart below has been designed to trace the sequence of training and practice you have followed. Each line (row) is designed to record data about a given time period during which you undertook a given level of training, work experience or both. Line one starts with a description of your undergraduate training; if you also had a job while going to school you would describe it on the same line. Each time you changed jobs or level of training, start a new line. Circle the symbols to describe your training and/or experience. (Circle a degree only for the time period during which it was awarded.) The first time period has been used to illustrate an example.

Start on line 2 and indicate in column 2 the first set of consecutive years you undertook undergraduate training. Circle the appropriate symbols to describe your training. Indicate any work experience you gained during that time period on the same line. Complete the succeeding lines in order, using a new line for each change in position, year of education, summer session or special study institute. On each line indicate the academic years or summer that applies and then circle the appropriate symbols. Indicate all periods of work, school, or unemployment. Do not indicate unemployment for vacations. If unemployed, circle only UE under "Experience."

Time Period		Description of Training						Description of Experience		
Time period	Academic years or summer	Training level in progress UG = undergraduate 5 = fifth year MA = masters PMA = post masters SI = special study institute	Area S = special education R = regular education O = other	F = full time P = part time	Degree received (Circle Ed.S for advanced certificate) Skip this column for years in which you did not receive a degree	Reason for training EF = enter field OC = obtain certification AA = advance in your area CA = change area SP = special project training O = other	Financial aid PL = PL 85-926 as amended, includes PL 88-164, PL 87-276, and PL 89-105 OF = other Federal ST = state grants, etc. DK = do not know source of aid NO = none or other	Area UE = unemployed RE = regular education EH = Education for the Handicapped OP = other professional O = other (If UE, go on to the next line)	Type T = teacher A = administrator TT = teacher trainer O = other	F = full time P = part time
1	2	3	4	5	6	7	8	9	10	11
1	60-61	[✓ UG] 5 MA PMA SI	[✓ S] R O	[✓ F] P	BA MA Ed.S Doc	[✓ EF] OC AA CA SP O	PL OF ST DK [✓ NO]	[✓ UE] RE EH OP O	T A TT O	F P
2		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OC AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
3		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OC AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
4		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OC AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
5		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OC AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
6		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
7		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
8		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
9		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
10		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
11		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
12		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
13		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
14		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
15		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
16		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P

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The following pages contain a number of two-part questions about various aspects of Education for the Handicapped. The first part of each question asks about the extent to which you were attracted to the field by a particular aspect.

You will have five choices.

SD^1	D^2	0^3	A^4	SA^5
Strongly Discouraged	Discouraged	Neutral	Attracted	Strongly Attracted

Answers to the left of "neutral," should indicate that you were so dissatisfied with this particular aspect that it tended to discourage you from entering the field. Answers to the right of "neutral" should indicate that although that aspect of Education for the Handicapped may not entirely meet your needs or desires, it still made the field relatively attractive to you.

The neutral or zero point indicates that the aspect in question neither attracted nor discouraged you from the field. It also could mean that you had too little information to be influenced one way or the other by this aspect.

The second part of the question asks how important this aspect of work in Education for the Handicapped was to you. You are asked to rate importance on a five point scale.

	1	2	3	4	5	
(Minimum)						(Maximum)

A rating of "1" should indicate minimum or no importance, while a rating of "5" should mean maximum importance. Ratings in between should be used to indicate feelings between the two extremes.

You will be presented with a list of aspects of training or practice in Education for the Handicapped. Next to each there will be two columns in which to enter your response. In the first column indicate the extent of attraction and in the second column indicate the importance of that aspect to you. An example follows:

	Attraction	Importance
1. Salary potential	SD^1 D^2 0^3 [✓ A^4] SA^5	1 2 3 [✓ 4] 5
2. Working hours	SD^1 D^2 0^3 A^4 SA^5	1 2 3 4 5

The answer to sample question 1 indicates that salary potential was attractive and this aspect was of above average importance to the individual.

Section B of this survey should be completed by indicating how you felt when you entered training in Education for the Handicapped. Section B1 deals with Training and Section B2 deals with Practice.

B.1. Indicate how you felt about Training in Education for the Handicapped, when you entered it.

	Attraction	Importance
1. Interest level of the training and course content	SD^1 D^2 0^3 A^4 SA^5	1 2 3 4 5
2. Financial support for training available to students in Education for the Handicapped	SD^1 D^2 0^3 A^4 SA^5	1 2 3 4 5
3. Difficulty of the training and course work	SD^1 D^2 0^3 A^4 SA^5	1 2 3 4 5
4. Quality of training in Education for the Handicapped	SD^1 D^2 0^3 A^4 SA^5	1 2 3 4 5
5. Ease of entry into training in Education for the Handicapped	SD^1 D^2 0^3 A^4 SA^5	1 2 3 4 5
6. Length of training required	SD^1 D^2 0^3 A^4 SA^5	1 2 3 4 5
7. Status associated with being a student in Education for the Handicapped	SD^1 D^2 0^3 A^4 SA^5	1 2 3 4 5

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B.2. Answer the following questions by indicating how you felt about practice in Education for the Handicapped, when you entered special education teacher training.

Aspect	Attraction	Importance
1. Social relevancy of work with handicapped children	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
2. The rate of advancement in Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
3. Amount of prestige associated with Education for the Handicapped.	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
4. Work hours in Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
5. General working conditions in Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
6. The amount of time left for leisure and relaxation	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
7. Working with Handicapped children	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
8. Difficulty level of work in Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
9. Chances for success in Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
10. The status you would gain among your peers	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
11. The way a career in education for the Handicapped could fit into your style of life	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
12. The starting pay	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
13. The amount of vacation	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
14. The salary potential	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
15. Income security	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
16. Relevancy of working with the handicapped to your personal values	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
17. Time left to spend with your family after work	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
18. The public image of a teacher in Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
19. The size of the classes you would be teaching	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
20. The flexibility to leave and return to work as your personal plans require	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
21. The ease with which you could find a job in the field after completion of training	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5

Were there other aspects of education for the Handicapped that you considered? Please list them below and rate them on the basis of attraction and importance.

Aspect	Attraction	Importance
	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5

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Section C of this survey should be answered by indicating how you feel about these aspects now. Section C1 asks questions about training in Education for the handicapped and Section C2 asks questions about Practice in Education for the Handicapped.

C.1. Indicate how you feel now about these aspects of training in education for the Handicapped.

Aspect	Attraction	Importance
1. Interest level of the training and course content	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
2. Financial support for training available to students in Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
3. Difficulty of the training and course work	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
4. Quality of training in education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
5. Ease of entry into education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
6. Length of training required	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
7. Status associated with being a student in education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5

C2. Indicate how you feel now about these aspects of Practice in Education for the Handicapped.

Aspect	Attraction	Importance
1. Social relevancy of work with handicapped children	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
2. The rate of advancement in Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
3. Amount of prestige associated with Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
4. Work hours in education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
5. General working conditions in education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
6. The amount of time left for leisure and relaxation	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
7. Working with handicapped children	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
8. Difficulty level of work in Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
9. Chances for success in education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
10. The status you would gain among your peers	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
11. The way a career in education for the Handicapped could fit into your style of life	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
12. The starting pay	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
13. The amount of vacation	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
14. The salary potential	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
15. Income security	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
16. Relevancy to your personal values	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
17. Time left to spend with your family after work	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
18. The public image of a teacher in education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
19. The size of the classes you would be teaching	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
20. The flexibility to leave and return to work as your personal plans require	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
21. The ease with which you could find a job in the field after completion of training	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5

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Were there other aspects of special education that you considered?

Please list them below and rate them on the basis of attraction and importance.

Aspect		Attraction	Importance
______________________	____	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
______________________	____	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
______________________	____	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
______________________	____	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
______________________	____	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5

BEH COVER LETTER TO SEP

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

You have been selected, along with a number of other practitioners in Education for the Handicapped, (all Speech Pathology and Audiology personnel should, for the purposes of this survey, consider themselves to be in Education for the Handicapped) to participate in a national survey, sponsored by the Bureau of Education for the Handicapped, U. S. Office of Education. You, as a practitioner in Education for the Handicapped, have made a number of career decisions concerning that field. The B.E.H. is interested in those decisions and this survey is designed to collect information about them. The information you can give will be used to help the Bureau in its efforts to increase the supply of personnel trained to teach the handicapped. Your assistance in this matter of professional importance will be invaluable.

All responses will be held in confidential files and tabulated for research purposes only. The responses of specific individuals will not be identified. In addition, the names of those selected and responding will not be released.

Please attempt to complete this questionnaire, and return it in the enclosed self-addressed envelope within 5 days.

Sincerely,

L. J. Lucito

Leonard J. Lucito, Director
Division of Training Programs

OE Form No. 9026-7 SEP-C

Budget Bureau No. 51-S70014
Approval Expires 12-31-70

1-2-3-4-5-6

EDUCATION FOR THE HANDICAPPED MANPOWER STUDY (SEP)

1. Sex (circle) M F 2. Present age: ____ 8-9-10 1

3. When did you decide to enter the field of education? Year ____ Age ____ 11-12-13-14

4. What was the most important thing that caused you to first seriously consider Education for the Handicapped as your field? ____ 15 16

5. When did you first enter teacher training? Year ____ Age ____ 17-18-19-20

6. Did you ever train for a career in Education for the Handicapped? Yes ☐ No ☐ If no, skip No. 7 through 19. 21

7. When did you decide to enter training in Education for the Handicapped? Year ____ Age ____ 22-23-24-25

8. When did you first enter training in Education for the Handicapped? Year ____ Age ____ 26-27-28-29

9. When you entered Education for the Handicapped practice, what was your marital status? 30
Single ☐ Married ☐ Divorced ☐ Widowed ☐

10. When you entered training in Education for the Handicapped, what prior experience did you have with handicapped children? (If none, check here ☐)

Situation (e.g. Home, camp)	Your relationship to handicapped person	Your age	
			31-32-33-34
			35-36-37-38
			39-40-41-42

11. When you entered training in Education for the Handicapped, what formal education did you have? 43-44-45-46-47-48-49
College credit hours: Semester ____ Quarter ____ Degree: None ☐ A.A. ☐ B.A. ☐ M.A. ☐ Ed.S* ☐ Doct ☐

12. How far from your home (your permanent address) was the university which you attended for your training in Education for the Handicapped ? Circle approximate milage. 50
1. 0-10 2. 10-50 3. 50-500 4. 500-1000 5. Over 1000

13. How much did the amount and kind of financial support available for training in Education for the Handicapped help you to enter the field? Not at all ☐ Very little ☐ Moderately ☐ Very much ☐ 51-52

14. When you decided to enter Education for the Handicapped did you think it might improve your draft status? Yes ☐ No ☐ Not applicable ☐ 53

15. What was your first source of information about Education for the Handicapped? ____ 54-55

16. What were the main sources of your information about Education for the Handicapped prior to your decision to enter training? ____ 56-57 58-59 60-61

17. How would you evaluate the quality of your training in Education for the Handicapped? 62
Excellent ☐ Good ☐ Fair ☐ Poor ☐

18. Please indicate your present title and check your current work setting; Title ____ 63
Public School ☐ Private School ☐ Government Agency ☐ Private Agency ☐ College or University ☐
Clinic ☐ Hospital ☐ Rehabilitation Center ☐ Other (describe) ____ 64-65

* Educational Specialist

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EDUCATION FOR THE HANDICAPPED MANPOWER STUDY (SEP)

19. Please indicate on the chart at the right any changes in your area of specialization during study and practice. Start with your first area of study or practice — whichever came first—on line 1. Put an "S" for study and a "P" for practice under the area of specialization. Continue noting all changes in area of specialization on successive lines.

ND — Area of specialization not declared
A — Administration
VH — Visually handicapped
SH — Speech and hearing
MR — Mentally retarded
LD — Learning disabilities
ED — Emotionally disturbed
D — Deaf
C — Crippled
MH — Multiple handicapped

Area of specialization in Education for the Handicapped											
	ND	A	VH	SH	MR	LD	ED	D	C	MH	
1.											66-67
2.											68-69
3.											70-71
4.											72-73
5.											74-75
6.											76-77

20. When did you first enter practice in Education for the Handicapped? Year _____ Age _____ 8 -9 -10-11 2

21. What was your first contact with handicapped children? 12
Situation: _____

Your relation to handicapped person: _____ 13

Your age: _____ 14-15

22. Are you, or is a member of your family handicapped? Yes ☐ No ☐ 16

23. Have you ever left practice in Education for the Handicapped? Yes ☐ No ☐ If no, go to question 30 17

24. When did you decide to leave practice in Education for the Handicapped? Year _____ Age _____ 18-19-20-21

25. What first caused you to seriously consider leaving practice in Education for the Handicapped?

_____

_____ 22-23

_____

26. What were the main sources of the information upon which you based your decision to leave practice in Education for the Handicapped?

_____

_____ 24-25-26-27-28-29

_____

27. What were the main reasons you left practice in Education for the Handicapped?

_____

_____ 30-31-32-33-34-35

_____

28. Did you return to practice in Education for the Handicapped? Yes ☐ No ☐ If yes, indicate main reasons and skip No. 29.

_____

_____ 36-37-38-39

_____

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EDUCATION FOR THE HANDICAPPED MANPOWER STUDY (SEP)

29. Do you think you will ever return to practice in Education for the Handicapped? Yes ☐ No ☐ 40-41

If yes: in how many years would you return? ____________________

How many years would you remain? ____________________ 42-43

What are the main reasons for which you would return ? ____________________ 44-45

____________________ 46-47

____

30. Do you think that you will remain in Education for the Handicapped for at least another five years? 48
Yes ☐ No ☐ If no, do you think you will return to the field at a later time? Yes ☐ No ☐

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Career Sequence Information

The chart below has been designed to trace the sequence of training and practice you have followed. Each line (row) is designed to record data about a given time period during which you undertook a given level of training, work experience or both. Line one starts with a description of your undergraduate training; if you also had a job while going to school you would describe it on the same line. Each time you changed jobs or level of training, start a new line. Circle the symbols to describe your training and/or experience. (Circle a degree only for the time period during which it was awarded.) The first time period has been used to illustrate an example.

Start on line 2 and indicate in column 2 the first set of consecutive years you undertook undergraduate training. Circle the appropriate symbols to describe your training. Indicate any work experience you gained during that time period on the same line. Complete the succeeding lines in order, using a new line for each change in position, year of education, summer session or special study institute. On each line indicate the academic years or summer that applies and then circle the appropriate symbols. Indicate all periods of work, school, or unemployment. Do not indicate unemployment for vacations. If unemployed, circle only UE under "Experience."

Time Period		Description of Training						Description of Experience		
Time period	Academic years or summer	Training level in progress UG = undergraduate 5 = fifth year MA = masters PMA = post masters SI = special study institute	Area S = special education R = regular education O = other	F = full time P = part time	Degree received (Circle Ed.Sfor advanced certificate) Skip this column for years in which you did not receive a degree	Reason for training EF = enter field OC = obtain certification AA = advance in your area CA = change area SP = special project training O = other	Financial aid PL = PL 85-926 as amended, includes PL 88-164, PL 87-276, and PL 89-105 OF = other Federal ST = state grants, etc. DK = do not know source of aid NO = none or other	Area UE = unemployed RE = regular education EH = Education for the Handicapped OP = other professional O = other (If UE, go on to the next line)	Type T = teacher A = administrator TT = teacher trainer O = other	F = full time P = part time
1	2	3	4	5	6	7	8	9	10	11
1	6a61	[✓ UG] 5 MA PMA SI	[✓ S] R O	[✓ F] P	BA MA Ed.S Doc	[✓ EF] OC AA CA SP O	PL OF ST DK [✓ NO]	[✓ UE] RE EH OP O	T A TT O	F P
2		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OC AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
3		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OC AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
4		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OC AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
5		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OC AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
6		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
7		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
8		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
9		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
10		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
11		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
12		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
13		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
14		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
15		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
16		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P

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The following pages contain a number of two-part questions about various aspects of Education for the Handicapped. The first part of each question asks about the extent to which you were attracted to the field by a particular aspect.

You will have five choices.

SD^1	D^2	0^3	A^4	SA^5
Strongly Discouraged	Discouraged	Neutral	Attracted	Strongly Attracted

Answers to the left of "neutral," should indicate that you were so dissatisfied with this particular aspect that it tended to discourage you from entering the field. Answers to the right of "neutral" should indicate that although that aspect of Education for the Handicapped may not entirely meet your needs or desires, it still made the field relatively attractive to you.

The neutral or zero point indicates that the aspect in question neither attracted nor discouraged you from the field. It also could mean that you had too little information to be influenced one way or the other by this aspect.

The second part of the question asks how important this aspect of work in Education for the Handicapped was to you. You are asked to rate importance on a five point scale.

	1	2	3	4	5	
(Minimum)						(Maximum)

A rating of "1" should indicate minimum or no importance, while a rating of "5" should mean maximum importance. Ratings in between should be used to indicate feelings between the two extremes.

You will be presented with a list of aspects of training or practice in Education for the Handicapped. Next to each there will be two columns in which to enter your response. In the first column indicate the extent of attraction and in the second column indicate the importance of that aspect to you. An example follows:

	Attraction					Importance
1. Salary potential	SD^1	D^2	0^3	[✓ A^4]	SA^5	1 2 3 [✓ 4] 5
2. Working hours	SD^1	D^2	0^3	A^4	SA^5	1 2 3 4 5

The answer to sample question 1 indicates that salary potential was attractive and this aspect was of above average importance to the individual.

Section B of this survey should be completed by indicating how you felt when you entered training in Education for the Handicapped. Section B1 deals with Training and Section B2 deals with Practice.

B.1. Indicate how you felt about Training in Education for the Handicapped, when you entered it.

	Attraction					Importance
1. Interest level of the training and course content	SD^1	D^2	0^3	A^4	SA^5	1 2 3 4 5
2. Financial support for training available to students in Education for the Handicapped	SD^1	D^2	0^3	A^4	SA^5	1 2 3 4 5
3. Difficulty of the training and course work	SD^1	D^2	0^3	A^4	SA^5	1 2 3 4 5
4. Quality of training in Education for the Handicapped	SD^1	D^2	0^3	A^4	SA^5	1 2 3 4 5
5. Ease of entry into training in Education for the Handicapped	SD^1	D^2	0^3	A^4	SA^5	1 2 3 4 5
6. Length of training required	SD^1	D^2	0^3	A^4	SA^5	1 2 3 4 5
7. Status associated with being a student in Education for the Handicapped	SD^1	D^2	0^3	A^4	SA^5	1 2 3 4 5

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B.2. Answer the following questions by indicating how you felt about practice in Education for the Handicapped, when you entered special education teacher training.

Aspect	Attraction	Importance
1. Social relevancy of work with handicapped children	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
2. The rate of advancement in Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
3. Amount of prestige associated with Education for the Handicapped.	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
4. Work hours in Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
5. General working conditions in Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
6. The amount of time left for leisure and relaxation	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
7. Working with Handicapped children	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
8. Difficulty level of work in Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
9. Chances for success in Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
10. The status you would gain among your peers	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
11. The way a career in education for the Handicapped could fit into your style of life	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
12. The starting pay	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
13. The amount of vacation	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
14. The salary potential	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
15. Income security	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
16. Relevancy of working with the handicapped to your personal values	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
17. Time left to spend with your family after work	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
18. The public image of a teacher in Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
19. The size of the classes you would be teaching	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
20. The flexibility to leave and return to work as your personal plans require	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
21. The ease with which you could find a job in the field after completion of training	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5

Were there other aspects of education for the Handicapped that you considered? Please list them below and rate them on the basis of attraction and importance.

Aspect	Attraction	Importance
	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5

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C. This section should be answered by indicating how you felt about these aspects when you entered Practice in Education for the Handicapped

Aspect	Attraction	Importance
1. Social relevancy of work with handicapped children	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
2. The rate of advancement in Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
3. Amount of prestige associated with Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
4. Work hours in Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
5. General working conditions in Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
6. The amount of time left for leisure and relaxation	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
7. Working with Handicapped children	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
8. Difficulty level of work in Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
9. Chances for success in Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
10. The status you would gain among your peers	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
11. The way a career in Education for the Handicapped could fit into your style of life	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
12. The starting pay	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
13. The amount of vacation	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
14. The salary potential	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
15. Income security	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
16. Relevancy to your personal values	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
17. Time left to spend with your family after work	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
18. The public image of a teacher in Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
19. The size of the classes you would be teaching	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
20. The flexibility to leave and return to work as your personal plans require	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
21. The ease with which you could find a job in the field after completion of training	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5

Were there other aspects of special education that you considered?

Please list them below and rate them on the basis of attraction and importance

Aspect	Attraction	Importance
______	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
______	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
______	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
______	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
______	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5

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D. Indicate how you feel now about these aspects of Practice in Education for the Handicapped

Aspect	Attraction	Importance
1. Social relevancy of work with handicapped children	SD^{1} D^{2} O^{3} A^{4} SA^{5}	1 2 3 4 5
2. The rate of advancement in Education for the Handicapped	SD^{1} D^{2} O^{3} A^{4} SA^{5}	1 2 3 4 5
3. Amount of prestige associated with Education for the Handicapped	SD^{1} D^{2} O^{3} A^{4} SA^{5}	1 2 3 4 5
4. Work hours in Education for the Handicapped	SD^{1} D^{2} O^{3} A^{4} SA^{5}	1 2 3 4 5
5. General working conditions in Education for the Handicapped	SD^{1} D^{2} O^{3} A^{4} SA^{5}	1 2 3 4 5
6. The amount of time left for leisure and relaxation	SD^{1} D^{2} O^{3} A^{4} SA^{5}	1 2 3 4 5
7. Working with handicapped children	SD^{1} D^{2} O^{3} A^{4} SA^{5}	1 2 3 4 5
8. Difficulty level of work in Education for the Handicapped	SD^{1} D^{2} O^{3} A^{4} SA^{5}	1 2 3 4 5
9. Chances for success in Education for the Handicapped	SD^{1} D^{2} O^{3} A^{4} SA^{5}	1 2 3 4 5
10. The status you would gain among your peers	SD^{1} D^{2} O^{3} A^{4} SA^{5}	1 2 3 4 5
11. The way a career in Education for the Handicapped could fit into your style of life	SD^{1} D^{2} O^{3} A^{4} SA^{5}	1 2 3 4 5
12. The starting pay	SD^{1} D^{2} O^{3} A^{4} SA^{5}	1 2 3 4 5
13. The amount of vacation	SD^{1} D^{2} O^{3} A^{4} SA^{5}	1 2 3 4 5
14. The salary potential	SD^{1} D^{2} O^{3} A^{4} SA^{5}	1 2 3 4 5
15. Income security	SD^{1} D^{2} O^{3} A^{4} SA^{5}	1 2 3 4 5
16. Relevancy to your personal values	SD^{1} D^{2} O^{3} A^{4} SA^{5}	1 2 3 4 5
17. Time left to spend with your family after work	SD^{1} D^{2} O^{3} A^{4} SA^{5}	1 2 3 4 5
18. The public image of a teacher in Education for the Handicapped	SD^{1} D^{2} O^{3} A^{4} SA^{5}	1 2 3 4 5
19. The size of the classes you would be teaching	SD^{1} D^{2} O^{3} A^{4} SA^{5}	1 2 3 4 5
20. The flexibility to leave and return to work as your personal plans require	SD^{1} D^{2} O^{3} A^{4} SA^{5}	1 2 3 4 5
21. The ease with which you could find a job in the field after completion of training	SD^{1} D^{2} O^{3} A^{4} SA^{5}	1 2 3 4 5

Were there other aspects of special education that you considered?

Please list them below and rate them on the basis of attraction and importance.

Aspect	Attraction	Importance
______________________	SD^{1} D^{2} O^{3} A^{4} SA^{5}	1 2 3 4 5
______________________	SD^{1} D^{2} O^{3} A^{4} SA^{5}	1 2 3 4 5
______________________	SD^{1} D^{2} O^{3} A^{4} SA^{5}	1 2 3 4 5
______________________	SD^{1} D^{2} O^{3} A^{4} SA^{5}	1 2 3 4 5
______________________	SD^{1} D^{2} O^{3} A^{4} SA^{5}	1 2 3 4 5

BEH COVER LETTER TO SEA

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

You have been selected, along with a number of people formerly in Education for the Handicapped (all Speech Pathology, and Audiology personnel should, for the purposes of this survey, consider themselves to be in Education for the Handicapped), to participate in a national survey sponsored by the Bureau of Education for the Handicapped, U. S. Office of Education. You have made a number of career decisions concerning special education. The Bureau of Education for the Handicapped is interested in those decisions and this survey is designed to collect information about them. The information you can give will be used to help the Bureau in its efforts to increase the supply of personnel trained to teach the handicapped. Your assistance in this matter of professional importance will be invaluable.

All responses will be held in confidential files and tabulated for research purposes only. The responses of specific individuals will not be identified. In addition, the names of those selected and responding will not be released.

Please attempt to complete this questionnaire, and return it in the enclosed self-addressed envelope within 5 days.

Sincerely,

L. J. Lucito

Leonard J. Lucito, Director
Division of Training Programs

OE Form No. 9026-8 SEA-C

Budget Bureau No. 51-S70014
Approval Expires 12-31-70

1-2-3-4-5-6

EDUCATION FOR THE HANDICAPPED MANPOWER STUDY (SEA)

1. Sex (circle) M F 2. Present age: ______ 8-9-10 1

3. When did you decide to enter the field of education? Year______ Age ______ 11-12-13-14

4. What was the most important thing that caused you to first seriously consider Education for the Handicapped as your field?

______

______ 15-16

______

5. When did you first enter teacher training? Year______ Age ______ 17-18-19-20

6. Did you ever train for a career in Education for the Handicapped? Yes ☐ No ☐ If no, skip No. 7 through 19. 21

7. When did you decide to enter training in Education for the Handicapped? Year______ Age ______ 22-23-24-25

8. When did you first enter training in Education for the Handicapped? Year______ Age ______ 26-27-28-29

9. When you entered Education for the Handicapped practice, what was your marital status? 30
Single ☐ Married ☐ Divorced ☐ Widowed ☐

10. When you entered training in Education for the Handicapped, what prior experience did you have with handicapped children? (If none, check here ☐)

Situation (e.g. Home, camp)	Your relationship to handicapped person	Your age	
			31-32-33-34
			35-36-37-38
			39-40-41-42

11. When you entered training in Education for the Handicapped, what formal education did you have? 43-44-45-46-47-48-49
College credit hours: Semester ______ Quarter ______ Degree: None ☐ A.A. ☐ B.A. ☐ M.A. ☐ Ed.S* ☐ Doct. ☐

12. How much did the amount and kind of financial support available for training in Education for the Handicapped help you to enter the field? Not at all ☐ Very little ☐ Moderately ☐ Very much ☐ 50

13. How far from your home (your permanent address) was the university which you attended your training in Education for the Handicapped ? Circle approximate milage. 51-52
1. 0-10 2. 10-50 3. 50-500 4. 500-1000 5. Over 1000

14. When you decided to enter Education for the Handicapped did you think that it might improve your draft status? Yes ☐ No ☐ Not applicable ☐ 53

15. What was your first source of information about Education for the Handicapped?

______

______ 54-55

______

16. What were the main sources of your information about Education for the Handicapped prior to your decision to enter training?

______

______ 56-57-58-59-60-61

______

17. How would you evaluate the quality of your training in Education for the Handicapped? 62
Excellent ☐ Good ☐ Fair ☐ Poor ☐

18. What is your current title and speciality?

______

______ 63-64-65-66

______

* Educational Specialist

OE Form No. 9026-8 SEA-1

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Approval expires 12-31-70

EDUCATION FOR THE HANDICAPPED MANPOWER STUDY (SEA)

19. Please indicate on the chart at the right any changes in your area of specialization during study and practice. Start with your first area of study or practice — whichever came first on line 1. Put an "S" for study and a "P" for practice under the area of specialization. Continue noting all changes in area of specialization on successive lines.

ND — Area of specialization not declared
A — Administration
VH — Visually handicapped
SH — Speech and hearing
MR — Mental Retardation
LD — Learning disabilities
ED — Emotionally disturbed
D — Deaf
C — Crippled
MH — Multiple handicapped

Area of Specialization in Education for the Handicapped											
	ND	A	VH	SH	MR	LD	ED	D	C	MH	
1.											67-68
2.											69-70
3.											71-72
4.											73-74
5.											75-76
6.											77-78

2

20. When did you you first enter practice in Education for the Handicapped? Year_____ Age __________ 8-9-10-11

21. What was your first contact with handicapped children?
Situation: __________ 12

Your relation to handicapped person: __________ 13

Your age: __________ 14-15

22. Are you, or is a member of your family handicapped? Yes ☐ No ☐ 16

23. When did you decide to leave practice in Education for the Handicapped? Year __________ 17-18

24. What first caused you to seriously consider leaving practice in Education for the Handicapped?
____
__________ 19-20
____

25. What were the main sources of the information upon which you based your decision to leave practice in Education for the Handicapped?
____
__________ 21-22-23-24-25-26
____

26. What were the main reasons you left practice in Education for the Handicapped?
____
__________ 27-28-29-30-31-32
____

27. Do you think you will ever return to practice in Education for the Handicapped? Yes ☐ No ☐ 33-34
If yes, in how many years would you return? __________ 35-36

How many years would you remain? __________ 37-38

What are the main reasons for which you would return ? __________
____
__________ 39-40

OE Form No. 9026-8 SEA -2

Budget Bureau No. 51-S70014
No. 51-S70015
Approval Expires 12-31-70

Career Sequence Information

The chart below has been designed to trace the sequence of training and practice you have followed. Each line (row) is designed to record data about a given time period during which you undertook a given level of training, work experience or both. Line one starts with a description of your undergraduate training; if you also had a job while going to school you would describe it on the same line. Each time you changed jobs or level of training, start a new line. Circle the symbols to describe your training and/or experience. (Circle a degree only for the time period during which it was awarded.) The first time period has been used to illustrate an example.

Start on line 2 and indicate in column 2 the first set of consecutive years you undertook undergraduate training. Circle the appropriate symbols to describe your training. Indicate any work experience you gained during that time period on the same line. Complete the succeeding lines in order, using a new line for each change in position, year of education, summer session or special study institute. On each line indicate the academic years or summer that applies and then circle the appropriate symbols. Indicate all periods of work, school, or unemployment. Do not indicate unemployment for vacations. If unemployed, circle only UE under "Experience."

Time Period		Description of Training						Description of Experience		
Time period	Academic years or summer	Training level in progress UG = undergraduate 5 = fifth year MA = masters PMA = post masters SI = special study institute	Area S = special education R = regular education O = other	F = full time P = part time	Degree received (Circle Ed.Sfor advanced certificate) Skip this column for years in which you did not receive a degree	Reason for training EF = enter field OC = obtain certification AA = advance in your area CA = change area SP = special project training O = other	Financial aid PL = PL 85-926 as amended, includes PL 88-164, PL 87-276, and PL 89-105 OF = other Federal ST = state grants, etc. DK = do not know source of aid NO = none or other	Area UE = unemployed RE = regular education EH = Education for the Handicapped OP = other professional O = other (If UE, go on to the next line)	Type T = teacher A = administrator TT = teacher trainer O = other	F = full time P = part time
1	2	3	4	5	6	7	8	9	10	11
1	60-61	[✓ UG] 5 MA PMA SI	[✓ S] R O	[✓ F] P	BA MA Ed.S Doc	[✓ EF] OC AA CA SP O	PL OF ST DK [✓ NO]	[✓ UE] RE EH OP O	T A TT O	F P
2		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OC AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
3		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OC AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
4		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OC AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
5		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OC AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
6		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
7		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
8		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
9		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
10		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
11		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
12		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
13		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
14		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
15		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P
16		UG 5 MA PMA SI	S R O	F P	BA MA Ed.S Doc	EF OG AA CA SP O	PL OF ST DK NO	UE RE EH OP O	T A TT O	F P

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The following pages contain a number of two-part questions about various aspects of Education for the Handicapped. The first part of each question asks about the extent to which you were attracted to the field by a particular aspect.

You will have five choices.

SD^{1}	D^{2}	0^{3}	A^{4}	SA^{5}
Strongly Discouraged	Discouraged	Neutral	Attracted	Strongly Attracted

Answers to the left of "neutral," should indicate that you were so dissatisfied with this particular aspect that it tended to discourage you from entering the field. Answers to the right of "neutral" should indicate that although that aspect of Education for the Handicapped may not entirely meet your needs or desires, it still made the field relatively attractive to you.

The neutral or zero point indicates that the aspect in question neither attracted nor discouraged you from the field. It also could mean that you had too little information to be influenced one way or the other by this aspect.

The second part of the question asks how important this aspect of work in Education for the Handicapped was to you. You are asked to rate importance on a five point scale.

	1	2	3	4	5	
(Minimum)						(Maximum)

A rating of "1" should indicate minimum or no importance, while a rating of "5" should mean maximum importance. Ratings in between should be used to indicate feelings between the two extremes.

You will be presented with a list of aspects of training or practice in Education for the Handicapped. Next to each there will be two columns in which to enter your response. In the first column indicate the extent of attraction and in the second column indicate the importance of that aspect to you. An example follows:

	Attraction					Importance
1. Salary potential	SD^{1}	D^{2}	0^{3}	[✓ A^{4}]	SA^{5}	1 2 3 [✓ 4] 5
2. Working hours	SD^{1}	D^{2}	0^{3}	A^{4}	SA^{5}	1 2 3 4 5

The answer to sample question 1 indicates that salary potential was attractive and this aspect was of above average importance to the individual.

Section B of this survey should be completed by indicating how you felt when you entered training in Education for the Handicapped. Section B1 deals with Training and Section B2 deals with Practice.

B.1. Indicate how you felt about Training in Education for the Handicapped, when you entered it.

	Attraction					Importance
1. Interest level of the training and course content	SD^{1}	D^{2}	0^{3}	A^{4}	SA^{5}	1 2 3 4 5
2. Financial support for training available to students in Education for the Handicapped	SD^{1}	D^{2}	0^{3}	A^{4}	SA^{5}	1 2 3 4 5
3. Difficulty of the training and course work	SD^{1}	D^{2}	0^{3}	A^{4}	SA^{5}	1 2 3 4 5
4. Quality of training in Education for the Handicapped	SD^{1}	D^{2}	0^{3}	A^{4}	SA^{5}	1 2 3 4 5
5. Ease of entry into training in Education for the Handicapped	SD^{1}	D^{2}	0^{3}	A^{4}	SA^{5}	1 2 3 4 5
6. Length of training required	SD^{1}	D^{2}	0^{3}	A^{4}	SA^{5}	1 2 3 4 5
7. Status associated with being a student in Education for the Handicapped	SD^{1}	D^{2}	0^{3}	A^{4}	SA^{5}	1 2 3 4 5

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B.2. Answer the following questions by indicating how you felt about practice in Education for the Handicapped, when you entered special education teacher training.

Aspect	Attraction	Importance
1. Social relevancy of work with handicapped children	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
2. The rate of advancement in Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
3. Amount of prestige associated with Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
4. Work hours in Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
5. General working conditions in Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
6: The amount of time left for leisure and relaxation	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
7. Working with Handicapped children	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
8. Difficulty level of work in Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
9. Chances for success in Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
10. The status you would gain among your peers	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
11. The way a career in education for the Handicapped could fit into your style of life	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
12. The starting pay	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
13. The amount of vacation	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
14. The salary potential	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
15. Income security	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
16. Relevancy of working with the handicapped to your personal values	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
17. Time left to spend with your family after work	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
18. The public image of a teacher in Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
19. The size of the classes you would be teaching	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
20. The flexibility to leave and return to work as your personal plans require	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
21. The ease with which you could find a job in the field after completion of training	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5

Were there other aspects of education for the Handicapped that you considered? Please list them below and rate them on the basis of attraction and importance.

Aspect	Attraction	Importance
	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5

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C. **This section should be answered by indicating how you felt about these aspects when you entered Practice in Education for the Handicapped**

Aspect	Attraction	Importance
1. Social relevancy of work with handicapped children	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
2. The rate of advancement in Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
3. Amount of prestige associated with Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
4. Work hours in Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
5. General working conditions in Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
6. The amount of time left for leisure and relaxation	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
7. Working with Handicapped children	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
8. Difficulty level of work in Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
9. Chances for success in Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
10. The status you would gain among your peers	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
11. The way a career in Education for the Handicapped could fit into your style of life	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
12. The starting pay	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
13. The amount of vacation	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
14. The salary potential	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
15. Income security	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
16. Relevancy to your personal values	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
17. Time left to spend with your family after work	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
18. The public image of a teacher in Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
19. The size of the classes you would be teaching	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
20. The flexibility to leave and return to work as your personal plans require	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
21. The ease with which you could find a job in the field after completion of training	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5

Were there other aspects of special education that you considered?

Please list them below and rate them on the basis of attraction and importance

Aspect	Attraction	Importance
______________________________	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
______________________________	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
______________________________	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
______________________________	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
______________________________	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5

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D. This section should be answered by indicating how you felt about these aspects when you decided to leave Practice in Education for the Handicapped

Aspect	Attraction	Importance
1. Social relevancy of work with handicapped children	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
2. The rate of advancement in Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
3. Amount of prestige associated with Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
4. Work hours in Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
5. General working conditions in Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
6. The amount of time left for leisure and relaxation	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
7. Working with handicapped children	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
8. Difficulty level of work in Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
9. Chances for success in Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
10. The status you would gain among your peers	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
11. The say a career in Education for the Handicapped could fit into your style of life	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
12. The starting pay	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
13. The amount of vacation	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
14. The salary potential	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
15. Income security	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
16. Relevancy to your personal values	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
17. Time left to spend with your family after work	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
18. The public image of a teacher in Education for the Handicapped	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
19. The size of the classes you would be teaching	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
20. The flexibility to leave and return to work as your personal plans require	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
21. The ease with which you could find a job in the field after completion of training	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5

Were there other aspects of special education that you considered?

Please list them below and rate them on the basis of attraction and importance.

Aspect	Attraction	Importance
______________________	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
______________________	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
______________________	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
______________________	SD^1 D^2 O^3 A^4 SA^5	1 2 3 4 5
______________________	SD^1 D^2 O^3 A^4 SA^5	2 2 3 4 5

SEA–7

Operations Research, Inc.
A subsidiary of Leasco Systems Corporation
1400 Spring Street, Silver Spring, Maryland 20910
Telephone: 558-6180, Area Code 301

ORI FOLLOW-UP LETTER

Last week I sent you a questionnaire concerned with a study for the Bureau of Education for the Handicapped. I realize you may have many additional concerns right now, but your response is of the utmost importance to this study. If you have not already responded, could you please complete the questionnaire as soon as possible.

If you did not receive your questionnaire, if it has been lost, or if you have a valid question regarding its completion, please call me collect in Silver Spring, Maryland, Area Code 301/588-6180, extension 281, between the hours of 8:30 a.m. and 5:00 p.m. Eastern Daylight Savings Time.

Thank you.

Sincerely,

Peter M. Plantec
Principal Investigator

APPENDIX C

A STATISTICAL NOTE ON THE PROBLEM OF NONRESPONSE IN THE PERSONNEL MOTIVATION STUDY

PURPOSE

C.1 The purpose of this appendix is to put forth some statistical questions considered in the design of a plan to control avoidable nonresponse in the Personnel Motivation Study.

BACKGROUND OF THE PLAN

C.2 The Personnel Motivation Study was carried out for probability samples of individuals from selected lists. The basic data collection technique was a mail survey. Because of nonresponse estimates of the characteristics of the list populations are likely to be subject to bias. These biases may be serious since the nonresponse in the study is high. Moreover, projection of the study results to other populations will depend heavily on subject-matter expertise and judgment. Because such projection usually requires knowledge of the characteristics of the list populations and of the populations to which the study results are to be extended, it could also be seriously limited by a high nonresponse.

C.3 For these reasons, it was planned to provide for follow-up of nonrespondents in the basic mail survey.

ALTERNATIVE PLANS CONSIDERED

C.4 On the basis of discussions between ORI and staff of the BEH and NCES, two alternative plans were analyzed. These may be described as follows:

Plan A

(1) Initial mail survey (M)
(2) Ten days after the initial mailing, send letter to nonrespondents (T)
(3) Ten days after the sending of letters, further follow-up effort using telegrams and possibly personal contact (P)

Plan B

(1) Initial mail survey (M)
(2) Two weeks after the initial mailing, send out a follow-up mailing of the questionnaire to nonrespondents (M)
(3) Two weeks after the follow-up mailing, send telegrams to nonrespondents (T)
(4) Two weeks after the sending of telegrams, further follow-up effort using telephone and possibly personal contact (P)

The units may be subsampled at varying rates for the successive follow-ups. The time intervals between the successive follow-up efforts indicated are illustrative, and subject to revision.

C.5 Essentially the two plans differ in that Plan B provides for a longer follow-up period of time and the mailing of a follow-up questionnaire before the telegraphing, and can be expected to require a longer time period to complete. Plan A requested the follow-up letter recipient to request a questionnaire by telephone if he did not have one.

ANALYSIS OF THE PLANS

Theory

C.6 The analysis of the plans is based on the objective of using the sample to estimate averages (e.g., average scores on questions) or percentages for various items. The analysis considers the design of the plan so as to achieve a desired precision at minimum cost. The precision desired is taken to be that which would result from a mail survey of a sample of 100 persons if there were no nonresponse.

C.7 For purposes of analysis, the plans may be described in terms of Tables C.1 and C.2. Thus, in Plan A the initial mailing is sent to a sample of persons of whom n_{11} respond and $(n_1 - n_{11})$ do not respond by the time the letter follow-up is to be started. Letters are sent to n_2 of the $(n_1 - n_{11})$ nonrespondents, and so on as indicated in the tables. Also as shown, respondents are considered to be of three types under Plan A (four types under Plan B); i.e., those who would:

a. Respond to the initial mailing before telegram follow-up (Type 1)

TABLE C.1

FOLLOW-UP PLAN A

Wave	Total Sample	Number of Responses	Nonresponses by Type		
			Total	Type 2	Type 3
1(M)	n_1	n_{11}	$(n_1 - n_{11})$	n_{12}	n_{13}
2(T)	n_2	n_{21}	$(n_2 - n_{21})$	—	n_{23}
3(P)	n_3	n_3	—	—	—

TABLE C.2

FOLLOW-UP PLAN B

Wave	Total Sample	Number of Responses	Total	Nonresponses by Type		
				Type 2	Type 3	Type 4
1(M)	n_1	n_{11}	$(n_1 - n_{11})$	n_{12}	n_{13}	n_{14}
2(M)	n_2	n_{21}	$(n_2 - n_{21})$	—	n_{23}	n_{24}
3(T)	n_3	n_{31}	$(n_3 - n_{31})$	—	–	—
4(P)	n_4	n_4	—	—	–	—

b. Respond to the letter follow-up but not the initial mailing (Type 2)

c. Respond to the further follow-up techniques but not the earlier ones (Type 3)

The numbers of nonrespondents by type in each wave are random variables which cannot be observed; i.e., only the total nonresponse is known. It is assumed in this analysis that there is no nonresponse to the final follow-up effort. The effect of dropping this assumption is considered later.

C.8 The statistical theory for Plans A and B is an extension of that for double sampling.*

C.9 Estimators. The estimator for the average of a characteristic, say x, is taken with Plan A to be

$$\bar{x}_A = \frac{x_{11} + kx_{21} + kgx_{31}}{n_1} \qquad (1)$$

where

$$k = n_{12}/n_2 \qquad g = n_{23}/n_3 \qquad (2)$$

and x_{11}, x_{21} and x_{31} are the sample totals (or counts, for a proportion) from the respondents in Waves 1, 2, and 3, respectively. Thus 1/k is the subsampling rate for the selection of nonrespondents to Wave 1 (mail canvass) to be followed up in Wave 2 (letters); and 1/g is the subsampling rate applied to the Wave 2 nonrespondents. With Plan B the estimator is taken, similarly, to be

$$\bar{x}_B = \frac{x_{11} + kx_{21} + kgx_{31} + kgfx_{41}}{n} \qquad (3)$$

Both of these estimators are unbiased.

C.10 Sampling Variances. The sampling variance of the estimator is:

$$\sigma^2_{\bar{x}_A} = (1-\pi)\frac{S^2}{n_1} + (k-1)\frac{P_2^* S_2^{*2}}{n_1} + k(g-1)\frac{P_3 S_3^2}{n_1} \qquad (4)$$

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* See M.H. Hansen and W.N. Hurwitz, "The Problem of Nonresponse in Sample Surveys," J. American Stat. Assn., 41 (1946), 517-529, for the case of a survey with one follow-up.

$$\sigma^2_{\bar{x}_A} = (1-\pi)\frac{S^2}{n_1} + (k-1)\frac{P_2^* S_2^{*2}}{n_1} + k(g-1)\frac{P_3^* S_3^{*2}}{n_1} + kg(f-1)\frac{P_4 S_4^2}{n_1} \tag{5}$$

with the following definitions:

π = Rate at which the population (list) is sampled for the mail survey

S^2_3 = Variance of x in the population

1/f = Subsampling rate for the selection if nonresponses toward 3

It is assumed that if the Plan A survey procedures were applied to the entire population sampled, the proportion of persons who would respond to the mail questionnaire would be P_1, the proportion responding to the telegram but not an initial mailing would be P_2, and the proportion responding to the Wave 3 techniques but not the earlier ones would be P_3. Then

For Plan A

S_3^2 = Variance of x in the population represented by P_3 (i.e., the variance among those who would respond only to Wave 3)

$P_2^* = P_2 + P_3$

S_2^{*2} = Variance of x in the population represented by P_2^*

For Plan B

$P_2^* = P_2 + P_3 + P_4$

$P_3^* = P_3 + P_4$

with definitions for the other symbols analogous to those for Plan A.

C.11 Cost Functions. The expected survey cost, apart from fixed costs independent of the size of sample, is a function of the following unit costs.

c_0 = cost of data processing per unit processed

c_1 = cost of a mailing, per unit canvassed

c_2 = cost of a letter follow-up, per unit follow-up

c_3 = cost of a telegram (etc.) follow-up, per unit follow-up

The expected cost with Plan A is

$$C_A = n_1 \left\{ c_1 + c_2 \frac{P_2^*}{k} + c_3 \frac{P_3}{kg} + c_0 \left(P_1 + \frac{P_2}{k} + \frac{P_3}{kg}\right) \right\} \tag{6}$$

and with Plan B is

$$C_B = n_1 \left\{ c_1 \left(1 + \frac{P_2^*}{k}\right) + c_2 \frac{P_3^*}{kg} + c_3 \frac{P_4}{kgf} + c_0 \left(P_1 + \frac{P_2}{k} + \frac{P_3}{kg} + \frac{P_4}{kgf}\right) \right\} \tag{7}$$

C.12 Optimization. To determine the size of initial mailing and subsampling rates which will minimize cost subject to the desired precision, say ε^2, the Langrangian

$$C + \lambda\, (\sigma^2 - \varepsilon^2)$$

is formed, differentiated with regard to the parameters of interest and the resulting equations solved in the usual way. The solutions for Plan A are

$$n_1 = n_0 \{ P_1 + kP_2 + kgP_3 \} \tag{8}$$

where n_0 is the sample size that would yield the desired precision if there were no nonresponse to the initial mailing

$$k = \sqrt{\frac{P_2^* c_2 + P_2 c_0}{c_1 + P_1 c_0} \quad \frac{S^2 - P_2^* S_2^{*2}}{P_2^{*2} S_2^{*2} - P_3 S_3^2}} \tag{9}$$

$$g = \sqrt{\frac{c_3 + c_0}{P_2^* c_2 + P_2 c_0} \quad \frac{P_2^* S_2^{*2} - P_3 S_3^2}{S_3^2}} \tag{10}$$

If

$$S^2 \doteq S_2^{*2} \doteq S_3^2$$

the expressions for k and g simplify to the ratios of the total costs per response in the different waves. Thus

If

$$k \doteq \sqrt{\frac{\dfrac{c_2}{(P_2/P_2^*)} + c_0}{\dfrac{c_1}{P_1} + c_0}} \tag{11}$$

$$g \doteq \sqrt{\frac{c_3 + c_0}{\frac{c_2}{(P_2/P_2^*)} + c_0}} \tag{12}$$

For Plan B

$$n_1 = n_0 \{P_1 + kP_2 + kgP_3 + kgfP_4\} \tag{13}$$

$$k = \sqrt{\frac{P_2^* c_1 + P_2 c_0}{c_1 + P_1 c_0} \quad \frac{S^2 - P_2^* S_2^{*2}}{P_2^* S_2^{*2} - P_3 S_3^{*2}}} \tag{14}$$

$$g = \sqrt{\frac{P_3^* c_2 + P_3 c_0}{P_2^* c_1 + P_2 c_0} \quad \frac{P_2^* S_2^{*2} - P_3 S_3^{*2}}{P_3^* S_3^{*2} - P_4 S_4^2}} \tag{15}$$

$$f = \sqrt{\frac{c_3 + c_0}{P_3^* c_2 + P_3 c_0} \quad \frac{P_3^* S_3^{*2} - P_4 S_4^2}{S_4^2}} \tag{16}$$

The expressions for k, g and f simplify, if

$$S^2 \doteq S_2^{*2} \doteq S_2^{*3} \doteq S_4^2$$

to

$$k \doteq \sqrt{\frac{\frac{c_1}{(P_2/P_2^*) + c_0} + c_0}{\frac{c_1}{P_1} + c_0}} \tag{17}$$

$$g \doteq \sqrt{\frac{\frac{c_2}{(P_3/P_3^*)} + c_0}{\frac{c_1}{(P_2/P_2^*)} + c_0}} \tag{18}$$

$$f \doteq \sqrt{\frac{c_3 + c_0}{\frac{c_2}{(P_3/P_3^*)} + c_0}} \qquad (19)$$

Numerical Analysis

C.13 Computations were carried out for the two plans to compare their costs and other features with varying assumptions as to composition of the population by types of respondents. This composition determines the expected response rates by wave. The following cost relationships were used for purposes of the analysis:

c_0 = \$1.00 c_2 = \$4.00

c_1 = \$0.50 c_3 = \$10.00

Values for k, g, and f were computed from the approximations (11) and (12) for Plan A, and (17) - (19) for Plan B. The value of n_0 was taken to be 100.

C.14 Computations were carried out assuming that Type 1 respondents constituted 70%, 50%, 30% or 15% of the population. These would represent the rate of return to the initial mailing. For Plan B it was assumed that about the same rate of return would be obtained in the mail follow-up as in the initial mailing. Thus, $(P_2/P_2^*$ is taken about equal to P_1 . For each assumed rate of return for mailing, two pairs of values were assumed for the proportions of respondents to the letter follow-up and to the telegram follow-up. One pair assumed a higher proportion of respondents to the letter follow-up than to the final telegram follow-up, and the other assumed equal proportions of each type. Computations for Plan B were carried out only for assumed mail rates of response of 50% and 30%, since the other rates were sufficiently extreme that the choice between the two plans is fairly clear.

RESULTS OF ANALYSIS

C.15 Tables C.3 and C.4 summarize the characteristics of Plans A and B for the illustrative assumptions. In these tables "R" denotes a response and "$\overline{R}$" a nonresponse.

C.16 As expected, Tables C.3 and C.4 show that the survey costs increase as response rates for the less expensive techniques decline. The cost of eliminating the final nonresponse ranges from about 10% to 50% of the total cost depending on the nonresponse rates.

TABLE C.3

CHARACTERISTICS OF PLAN A FOR ILLUSTRATIVE ASSUMPTIONS

Case	Assumed Composition of Universe			Number of Cases WAVE 1			Number of Cases WAVE 2			Number of Cases, Wave 3 Telegram	Total Responses	Total Cost
	P_1	P_2	P_3	Mail	R	$\bar{R}$	Telephone	R	$\bar{R}$			
I	.70	.25	.05	118	82	36	26	21	5	3	106	$247
II	.70	.15	.15	134	93	41	24	12	12	9	114	$319
III	.50	.40	.10	126	63	63	48	38	10	6	107	$326
IV	.50	.25	.25	149	74	75	48	24	24	17	115	$456
V	.30	.50	.20	131	39	92	78	55	23	14	108	$470
VI	.30	.35	.35	149	144	105	77	38	39	27	109	$608
VII	.15	.50	.35	121	18	103	103	60	43	27	105	$642
VIII	.15	.45	.40	126	18	103	103	54	49	33	105	$704

TABLE C.4

WAVE 2 AND WAVE 3 FOLLOW-UP RATES IN PLAN B FOR ILLUSTRATIVE NONRESPONSE RATES BY WAVE*

Nonresponse Rate in Initial Mailing	Subsampling Rate for Telegram Follow-up	Subsampling Rate for Wave 3 Follow-up If Nonresponse Rate in Telegram Follow-up is--					
		.20	.30	.40	.50	.60	.70
.3	.33	.37	.42	.49	.54	.59	.62
.4	.44	.28	.36	.43	.49	.53	.57
.5	.55	.24	.32	.39	.44	.49	.52
.6	.66	.21	.29	.35	.40	.45	.49
.7	.77	.19	.26	.32	.37	.41	.45

* See text for statement of assumptions made.

C.17 There seems little to choose between the performance of the two plans in the cases illustrated. Plan B has the disadvantage of stretching our the survey period, with some additional cost to the study that is not included in these computations. Also, the computations may be slightly biased in favor of Plan B since the telephone responder component of the population turns out to be lower in Plan B in three of the four cases. On the other hand, if the mail nonrespondents tend to throw away the questionnaire sent by mail before receiving the telegram follow-up, the response rate to the telegrams could be substantially less that assumed in the tables.

SELECTED PROCEDURE

C.18 The following Plan A procedure was adopted:

a. The size of the initial mailing was set at the largest size indicated by the analysis, under the most unfavorable response assumptions. A further adjustment in this size was made to provide for the fact that the mailing lists are not "pure" and for the fact that some final nonresponse will be unavoidable.

b. The size of the successive follow-up efforts were determined on the basis of the mail return.

COMPUTATION OF FOLLOW-UP RATES BASED ON ACTUAL RETURNS

C.19 This section outlines the computation of follow-up rates for the letter follow-up based on the return to the initial mailing, and for the third wave follow-up based on the response to the letter follow-up.

Letter Follow-Up

C.20 Theory. The conditional variance of an estimated mean (or proportion) for a given initial mailing, n_1 , and response to it, n_{11} , is

$$\sigma^2_{\bar{x}/c_1} = (1-\pi)\frac{S^2}{n_1} + \frac{q_1}{n_1}(k-1)S_2^* + \frac{q_1}{n_1}k(g-1)\,P_3'\,S_3^2 \qquad (20)$$

where q_1 is the proportion of persons who did not respond to the initial mailing, and

$$P_2' = P_2/(P_2 + P_3).$$

To satisfy the precision specification we set

$$\sigma^2_{>c}/c_1 = \epsilon^2$$

so the variance constraint is

$$(k-1)S_2^{*} + k(g-1)P_3' S_3^2 = \frac{n_1}{q_1}\left[\epsilon^2 - (1-\pi)\frac{s^2}{n_1}\right] = F \qquad (21)$$

and the new cost function, representing the expected cost for Waves 2 and 3, is

$$C = \frac{n_1 \sigma_1}{k} \left\{ (c_2 + c_o P_2') + \frac{(c_3 + c_o) P_3'}{g} \right\} \qquad (22)$$

From (21)

$$k = \frac{F + S_2^{*2}}{S_2^{*2} - P_3' S_3^2 + g P_3' S_3^2} \qquad (23)$$

So that (22) becomes

$$C = \frac{n_1 q_1}{F + S^{*2}_2} \left\{(c_2 + c_o P_2') + \frac{(c_3 + c_o) P_3'}{g} \right\} \left\{S_2^{*2} - P_3' S_3^2 + g P_3' S_3^2 \right\} \qquad (24)$$

This is minimized by taking

$$g = \sqrt{\frac{c_3 + c_0}{P_2^* c_2 + P_2 c_0} \qquad \frac{P_2^* S_2^{*2} - P_3 S_3^2}{S_3^2}} \tag{25}$$

which is the same optimum as found prior to the initial response. This is intuitively reasonable, since the subsampling rate for final follow-up depends only on the relationships between the cost and variance parameters for Waves 2 and 3. Thus, it would not be expected that it should be affected by the results of the initial mailing. What is affected is the level of Wave 2, as determined by substituting in (23) the optimum value for g as given by (25).

Since

$$\epsilon^2 = (1 - \pi_0) \frac{S^2}{n_0} \tag{26}$$

where π_0 is the sampling rate that would be used if there were no nonresponse, then if $(1 - \pi)$ and $(1 - \pi_0)$ are approximately equal to 1, F simplifies to

$$\frac{S^2}{q_1} \left(\frac{n_1}{n_0} - 1 \right) \tag{27}$$

If, also,

$$S^2 \doteq S_2^{*2} \doteq S_3^2$$

(23) Simplifies to

$$k = \frac{(\frac{n_1}{n_0} - 1)/g_1}{P_2' + g P_3'} \tag{28}$$

with

$$g = \sqrt{\frac{c_3 + c_0}{\frac{c_2}{(P_2/P_2^*)} + c_0}} \tag{29}$$

C.21 Numerical Analysis. With the cost relationships assumed, and n_1/n_0 equal to 2 as in the study design, the following table illustrates values at k and g for differing assumptions as to P_2' $(= P_2/P_2^*)$

P_2'	g	kq_1	$1/g$	$1/kq_1$
.8	1.352	.9342	.74	1.071
.7	1.280	.9225	.79	1.084
.6	1.198	.9226	.84	1.080
.5	1.051	.9751	.96	1.026
.4	1.000	1.0000	1.00	1.000

Since

$$\frac{1}{k} = \left(\frac{1}{Kq_1}\right) q_1$$

it is seen that the subsampling rate for Wave 2 is roughly equal to the nonresponse rate in Wave 1. Under the most unfavorable assumptions as to P* illustrated, it would be sufficient to take

$$\frac{1}{k} = 1.1\, q_1 \qquad (30)$$

Values of $1/k$ for alternative assumptions as to q_1 are shown in the following listing:

Nonresponse Rate in Initial Mailing	Subsampling Rate for Letter Follow-Up
.3	.33
.4	.44
.5	.55
.6	.66
.7	.77

Final Follow-Up

C.22 Theory. The conditional variance of an estimated mean (or proportion) for a given initial mailing of n_1, response of n_{11}, and follow-up at rate $1/k$, may be approximated by

$$\sigma^2_{\bar{x}/c_2} \doteq (1 - \pi)\frac{S^2}{n_1} + \frac{q_1}{n_1}(k - 1)S_2^{*2} + \frac{q_1 q_2'}{n_1} k(g - 1)\, S_3^2 \qquad (31)$$

where q_2' is the proportion of persons included in the telegram follow-up wave who did not respond; and n_1, q_1 and k have the values experienced in Waves 1 and 2. To satisfy the precision specification we set

$$\underline{\sigma^2_{\bar{x}/c_2} = \epsilon^2}$$

and solve the resulting equation for g. With the simplifying assumptions introduced in paragraph C.21 we find

$$g = 1 + \frac{1 - q_1 (k - 1)}{q_1 q_2' k} \qquad (32)$$

If k is taken from (30)

$$g = 1 + \frac{0.1 + 1.1\, q_1}{q_2'} \qquad (33)$$

C.23 Numerical Analysis. With the preceding assumptions, Table C.4 illustrates values of k and g for differing assumptions as to q_1 and q_2'.

Procedure

C.24 A reasonably efficient and simple procedure is to determine the Wave 2 follow-up rate from values listed on the preceeding page (paragraph C.21), or the corresponding formula (30), based on Wave 1 experience; and the Wave 3 follow-up rate from Table C.4 based on the experience in Waves 1 and 2.

C.25 Tables C.5 and C.6 shows the actual response rates and the computed follow-up weights for Waves 2 and 3, respectively.

TABLE C.5

HEW PHASE IV RESPONSE/NONRESPONSE RATE, BY MAILING GROUP AND WAVE

Mailing Groups	Wave 1 Questionnaires			Wave 2 Follow-up Letters			Wave 3 Telegrams			Totals	
	Quest Mailed	Quest Ret'd	% Ret'd	Letters Mailed	Quest Ret'd	% Ret'd	Telegrams Sent	Quest Ret'd	% Ret'd	Quest Returned	% Returned
SEP - Admin	200	94	.47	86	20	.23	37	16	.43	130	.65
SES NF Univ.	200	52	.26	124	27	.21	48	22	.45	101	.51
SED NF Univ.	47	9	.19	36	5	.14	15	5	.33	19	.40
SES F Univ. R	231	103	.45	96	36	.38	29	14	.48	153	.66
SES F Univ. NR	229	91	.41	108	26	.24	46	33	.72	150	.66
SED F Univ.	671	101	.15	550	92	.16	217	75	.35	268	.40
RES	194	46	.24	134	30	.22	52	19	.37	95	.49
SEP - Prim and Sec	513	235	.45	205	77	.37	63	53	.84	365	.71
SEP - Univ.	209	96	.46	No follow-up			No follow-up			96	.46
SEA	221	59	.27	163	20	.12	77	12	.15	91	.41
REP	234	72	.31	150	26	.17	62	22	.35	120	.51
Total	2949	958	.32	1652	359	.22	646	271	.42	1589	.54

TABLE C.6

WEIGHTS FOR PERSONNEL STUDY — WAVES 2 AND 3

Mailing Group	Wave 2		Wave 3	
	1/k	k	g	kg
SEP - Administration	.55	1.82	1.84	3.35
SES - NF University	.77	1.29	2.10	2.71
SED - NF University	.88	1.14	2.14	2.44
SES - F - University - R	.66	1.51	2.22	3.35
SES - F - University - NR	.66	1.51	2.00	3.02
SED - F - University	.99	1.01	2.29	2.31
RES	.88	1.14	2.26	2.58
SEP - Primary and Secondary	.66	1.51	2.20	3.32
SEP - University	No Follow-Up			
SEA	.77	1.29	1.98	2.55
REP	.77	1.29	2.25	2.64

Estimators. The estimator for the average of a characteristic, say X, is taken to be:

$$\bar{x} = \frac{x_{11} + kx_{21} + kgx_{31}}{n_1}$$

APPENDIX D

DATA PRESENTATION

D.1 The material in Appendix D is intended to serve not only as detail to the findings and conclusions in Section III, but as an original source of data for further research. The data are presented in tabular form with a brief explanation of the questionnaire source and any cross references.

D.2 Where necessary, code legends and questionnaire items have been included.

D.3 The last section of tabulations labeled "Motivation Profiles" includes a special note on interpretation of the data.

D.4 Tabulations are numbered and arranged according to the following index:

Population Sample	Type of Tab	Type Code	Tab Numbers	Page Numbers
CNF	Simple	(S)	1-13	D- 5
	Special	(SP)	1 and 2	D-12
CF	Simple	(S)	1-14	D-13
	Special	(SP)	1 and 2	D-21
	Comparisons	(C)	1-8	D-22
PAD	Simple	(S)	1-10	D-27
	Cross Tabs	(X)	1-3	D-32
	Special	(SP)	1-6	D-34
SES	Simple	(S)	1-15	D-38
	Average Per	(AP)	1	D-48
	Cross Tabs	(X)	1-13	D-49
	Range Cross Tabs	(RX)	1-6	D-56

Population Sample	Type of Tab	Type Code	Tab Numbers	Page Numbers
SED	Simple	(S)	1-20	D- 61
	Average Per	(AP)	1	D- 72
	Cross Tabs	(X)	1-13	D- 73
	Range Cross Tabs	(XR)	1-7	D- 80
	Simple Range	(SR)	1	D- 87
RES	Simple	(S)	1-16	D- 88
	Cross Tabs	(X)	1	D- 97
	Range Cross Tabs	(RX)	1	D- 98
	Simple Range	(SR)	1-2	D- 99
SEP	Simple	(S)	1-14	D-100
	Average Per	(AP)	1	D-107
	Cross Tabs	(X)	1-18	D-108
	Range Cross Tabs	(RX)	1-12	D-118
SEA	Simple	(S)	1-22	D-126
	Average Per	(AP)	1	D-136
	Cross Tabs	(X)	1-15	D-137
	Range Cross Tabs	(RX)	1-12	D-146
REP	Simple	(S)	1-13	D-153
	Simple Range	(SR)	1-2	D-160
	Cross Tabs	(X)	1	D-162
	Range Cross Tabs	(RX)	1	D-163
Motivation Profiles			1-25	D-164

INTRODUCTION TO MOTIVATION SCALE PROFILES

D.5 The motivation scale profiles are arranged by population in the following order:

Students	Special Education Students (SES) Special Education Dropouts (SED) Regular Education Students (RES)
Practitioners	Special Education Practitioners (SEP) Special Education Attritees (SEA) Regular Education Practitioners (REP)

The profiles have been computed for the following decision points:

Decision	Populations
To enter training	SES, SED, RES, SEP, SEA, REP
To remain in training (present feeling)	SES, RES
To leave training	SED only
To enter practice	SEP, SEA, REP
To remain in practice (present feeling)	SEP, REP
To leave practice	SEA only

Additional profiles have been computed by sex for all populations and by population subgroups for the SES, SED, and SEP samples. A total of 25 different profiles are presented.

D.6 The following cross reference (Table D.1) will be useful in making specific profile comparisons of interest to BEH.

HOW TO INTERPRET THE MOTIVATION PROFILES

D.7 A great deal of information remains to be extracted from the profiles in this appendix. Several methods of obtaining more usable information from the profiles are to—

a. Examine the individual factors concerning specific decisions by sample group. This is helpful for determining the relative importance of the different aspects in the decision. This approach can be taken using total score profiles, or the sex and subgroup breakdowns. In this way, the differential importance of individual factors on decisions made by men versus women can be determined.

b. Examine the grand mean for each profile. That is, to add all of the attractions scores and divide by the total N. This statistic is an estimate of the overall attraction the average sample type feels for special education at that decision point. This approach may be useful in establishing criteria by which attrition can be predicted on a probability basis.

c. Incorporate a factor profile analysis similar to that used in interpreting the strong vocational interest blank.[1] This type of analysis requires much time. It calls for the development of computer analysis programs which correlate response patterns with specific criteria (such as the decision to leave education for the handicapped). These programs can identify any one person's questionnaire responses as being most nearly like those of the average dropout or student, etc.

---

[1] Edward K. Strong, Jr., Interpretation of Interest Profiles. Vocational Interests of Men and Women, Stanford University Press, 1943, pp. 412-456.

TABLE D.1
CROSS REFERENCES

Decision	Population	Cross Referent	Profile No.
To enter training	SES	Sex	3
		Subgroup	1
	SED	Sex	7
		Subgroup	5
	RES	Sex	9
	SEP	Sex	14
		Subgroup	11
	SEA	Sex	17
	REP	Sex	20
To remain in training (Present feeling)	SES	Sex	4
		Subgroup	2
	RES	Sex	10
To leave training	SED	Sex	8
		Subgroup	6
To enter practice	SEP	Sex	15
		Subgroup	12
	SEA	Sex	18
	REP	Sex	21
To remain in practice (Present feeling)	SEP	Sex	16
		Subgroup	13
	REP	Sex	22
To leave practice	SEA	Sex	19

```
TABULATION OF NON-FUNDED CHAIRMEN RESPONDING, FOR EACH REFERENCE YEAR
     SIMPLE TABULATION, NO.  1

      QUESTION  - WHAT IS YOUR REFERENCE YEAR (FIRST YEAR OF PROGRAM)

        CODE        FREQ.       (1)         (2)
        ----        -----      -----       -----
          0           0          0
          1        18.00       28.57       28.57
          2         5.00        7.94        7.94
          3         4.00        6.35        6.35
          4         4.00        6.35        6.35
          5         5.00        7.94        7.94
          6         5.00        7.94        7.94
          7        20.00       31.75       31.75
          8         2.00        3.17        3.17
                 --------      ------      ------
        TOTAL      63.00      100.00      100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                     (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                     (EXCLUDING NON-RESPONSE CATEGORY)
```

Codes

0 = no response or incorrect
1 = 63-64
2 = 64-65
3 = 65-66
4 = 66-67
5 = 67-68
6 = 68-69
7 = 69-70
8 = university does not have a special education program

```
TABULATION OF CHAIRMAN NON-FUNDED EXPLANATIONS OF PL85-926 IMPACT
     SIMPLE TABULATION, NO. 2

      QUESTION  1 - HAS PL 85-926 HAD ANY IMPACT ON YOUR PROGRAMS - 1ST RESP

        CODE      FREQ.      (1)       (2)
        ----      -----     -----     -----
          0        4.00      6.35
          2        7.00     11.11     11.86
          3        3.00      4.76      5.08
          4        2.00      3.17      3.39
          5        1.00      1.59      1.69
          6        1.00      1.59      1.69
          7        6.00      9.52     10.17
         10       23.00     36.51     38.98
         11        6.00      9.52     10.17
         12        1.00      1.59      1.69
         13        1.00      1.59      1.69
         14        1.00      1.59      1.69
         15        3.00      4.76      5.08
         16        4.00      6.35      6.78
                --------   ------    ------
        TOTAL     63.00    100.00    100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                         (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                         (EXCLUDING NON-RESPONSE CATEGORY)
```

```
TABULATION OF CHAIRMAN NON-FUNDED EXPLANATIONS OF PL85-926 IMPACT
     SIMPLE TABULATION, NO. 3

      QUESTION  1 - HAS PL 85-926 HAD ANY IMPACT ON YOUR PROGRAMS

        CODE      FREQ.      (1)       (2)              - 2ND RESP
        ----      -----     -----     -----
          0       61.00     96.83
          7        2.00      3.17    100.00
                --------   ------    ------
        TOTAL     63.00    100.00    100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                         (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                         (EXCLUDING NON-RESPONSE CATEGORY)
```

Codes

1. Has PL 85-926 amended had any impact on your programs? Yes__ No__
   Explain:

0 = no response or incorrect

2 = yes, program gets traineeships and/or fellowships through state Department of Education
3 = yes, financial assistance to qualified, better prepared students
4 = yes, more full-time students as result of funding
5 = yes, department will receive funds for 70-71 fiscal year—prestige through funding
6 = yes, funds through local Educational Service Center
7 = yes, other

Codes (Cont.)

10 = no only
11 = no, no funds available or don't know
12 = no, program has not applied for funding
13 = no, program has expanded in spite of lack of PL 85-926 funding
14 = no, time wasted writing proposals, etc.
15 = no, program has applied but has not been funded
16 = no, other

```
TABULATION OF TYPES OF FEDERAL FUNDING REPORTED BY NON-FUNDED CHAIRMEN
    SIMPLE TABULATION, NO. 4

     QUESTION  2 - DOES YOUR DEPT. RECEIVE ANY FEDERAL FUNDING - 1ST RESP.

       CODE        FREQ.       (1)        (2)
       ----        -----      -----      -----
        0           4.00       6.35
        1          39.00      61.90      66.10
        2           1.00       1.59       1.69
        3           7.00      11.11     [illegible]

        5           1.00       1.59       1.69
        6           1.00       1.59       1.69
        7           2.00       3.17       3.39
        8           3.00       4.76       5.08
        9           5.00       7.94       8.47
                 --------     ------     ------
       TOTAL       63.00     100.00     100.00


     COLUMN TITLES -
       (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                      (INCLUDING NON-RESPONSE CATEGORY)
       (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                      (EXCLUDING NON-RESPONSE CATEGORY)
```

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TABULATION OF TYPES OF FEDERAL FUNDING REPORTED BY NON-FUNDED CHAIRMEN
    SIMPLE TABULATION, NO. 5

     QUESTION  2 - DOES YOUR DEPT. RECEIVE ANY FEDERAL FUNDING

       CODE        FREQ.       (1)        (2)            - 2ND RESP.
       ----        -----      -----      -----
        0          61.00      96.83
        9           2.00       3.17     100.00
                 --------     ------     ------
       TOTAL       63.00     100.00     100.00


     COLUMN TITLES -
       (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                      (INCLUDING NON-RESPONSE CATEGORY)
       (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                      (EXCLUDING NON-RESPONSE CATEGORY)
```

Codes

2. Does your department receive any Federal funding? Yes__ No__ If yes, what kinds?

0 = no response or incorrect
1 = no
2 = yes only
3 = yes, through local or state Board of Education
5 = yes, through EPDA
6 = yes, ESEA title VI
7 = yes, program development apart from BEH
8 = yes, PL 85-926 in '70-'71
9 = yes, other

```
REPORTED EFFECTIVENESS OF TRAINEESHIPS ON STUD. QUAL. AT NON-FUNDED UNIVERSITIES
    SIMPLE TABULATION, NO. 6

     QUESTION  3 - ARE TRAINEESHIPS EFFECTIVE IN PROD. STUDENTS - 1ST RESP.

       CODE       FREQ.       (1)        (2)
       ----       -----      -----      -----
         0        15.00      23.81
         1         2.00       3.17       4.17
         2         1.00       1.59       2.08
         6         2.00       3.17       4.17
         7         5.00       7.94      10.42
        11         7.00      11.11      14.58
        13         2.00       3.17       4.17
        16         6.00       9.52      12.50
        18         2.00       3.17       4.17
        19        21.00      33.33      43.75
               --------     ------     ------
       TOTAL      63.00     100.00     100.00


     COLUMN TITLES -
       (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                    (INCLUDING NON-RESPONSE CATEGORY)
       (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                    (EXCLUDING NON-RESPONSE CATEGORY)
```

```
REPORTED EFFECTIVENESS OF TRAINEESHIPS ON STUD. QUAL. AT NON-FUNDED UNIVERSITIES
    SIMPLE TABULATION, NO. 7

     QUESTION  3 - ARE TRAINEESHIPS EFFECTIVE IN PROD. STUDENTS - 2ND RESP.

       CODE       FREQ.       (1)        (2)
       ----       -----      -----      -----
         0        62.00      98.41
        19         1.00       1.59     100.00
               --------     ------     ------
       TOTAL      63.00     100.00     100.00


     COLUMN TITLES -
       (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                    (INCLUDING NON-RESPONSE CATEGORY)
       (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                    (EXCLUDING NON-RESPONSE CATEGORY)
```

Codes

3. In your opinion, are undergraduate traineeships effective in producing high quality students? Yes__ No__ Explain:

0 = no response or incorrect
1 = no only
2 = no, professional training should be reserved to post-bachelor's
6 = no, students enter program only for graduate work
7 = no, other
11 = yes, allows quality students to finish training without interruption, thus increasing quality
13 = yes, striving for academic aid and competition results in excellent grade average, sets standard for graduate work
16 = yes, recruits better students to program
18 = yes, allows funded students time for study and professional activities
19 = yes, other

```
REPORTED EFFECTIVENESS OF FELLOWSHIPS ON STUD. QUAL. AT NON-FUNDED UNIVERSITIES

     SIMPLE TABULATION, NO. 8

      QUESTION  5 - ARE FELLOWSHIPS EFFECTIVE IN PRODUC. STUDENTS - 1ST RESP

        CODE       FREQ.        (1)         (2)
        ----       -----       -----       -----
          0         8.00       12.70
          2        21.00       33.33       38.18
          4         2.00        3.17        3.64
          5         2.00        3.17        3.64
          6         3.00        4.76        5.45
          8         1.00        1.59        1.82
          9         4.00        6.35        7.27
         11         1.00        1.59        1.82
         12         2.00        3.17        3.64
         14         1.00        1.59        1.82
         16         1.00        1.59        1.82
         17         6.00        9.52       10.91
         19         1.00        1.59        1.82
         21         6.00        9.52       10.91
         22         4.00        6.35        7.27
                 --------      ------      ------
        TOTAL      63.00      100.00      100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                      (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                      (EXCLUDING NON-RESPONSE CATEGORY)
```

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REPORTED EFFECTIVENESS OF FELLOWSHIPS ON STUD. QUAL. AT NON-FUNDED UNIVERSITIES

     SIMPLE TABULATION, NO. 9

      QUESTION  5 - ARE FELLOWSHIPS EFFECTIVE IN PRODUC. STUDENTS - 2ND RESP

        CODE       FREQ.        (1)         (2)
        ----       -----       -----       -----
          0        60.00       95.24
          6         1.00        1.59       33.33
          9         2.00        3.17       66.67
                 --------      ------      ------
        TOTAL      63.00      100.00      100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                      (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                      (EXCLUDING NON-RESPONSE CATEGORY)
```

Codes

5. In your opinion, are graduate fellowships effective in producing high quality graduate students? Yes__ No__ Explain:

0 = no response or incorrect
2 = yes only

4 = yes, funding has increased enrollment in program and, thus, increased competition for grants available
5 = yes, small number of grants available ensures only the most qualified students as recipients
6 = yes, permits selection of students on basis other than economic, gives qualified students with financial handicaps opportunities for training

8 = yes, PL 85-926 funding only available to students who are qualified and are in financial need
9 = yes, funding has aided qualified students to continue in graduate program

Codes (Cont.)

11 = yes, quality students (funded) tend to attract other good students
12 = yes, PL 85-926 funds have provided consultants and other professionals who have enhanced program, attracting qualified students

14 = yes, increase in staff, programming, counseling, etc., permits more adequate screening of applicant

16 = yes, since program funding students graduating from program are doing better on comprehensive exams and obtaining better positions
17 = yes, other
19 = no only

21 = no, program only undergraduate
22 = no, other

```
TABULATION OF POSSIBLE BENEFIT OF PL85-926 FUNDS TO PROGRAMS PRESENTLY UNFUNDED
    SIMPLE TABULATION, NO. 10

     QUESTION  7 - WOULD PL 85-926 FUNDS BE OF BENEFIT TO PROG. - 1ST RESP.

       CODE         FREQ.        (1)         (2)
       ----         -----       -----       -----
         0           9.00       14.29
         1          18.00       28.57       33.33
         2           4.00        6.35        7.41
         3           1.00        1.59        1.85
         4           2.00        3.17        3.70
         5           6.00        9.52       11.11
         6           8.00       12.70       14.81
         7           2.00        3.17        3.70
         8           4.00        6.35        7.41
         9           8.00       12.70       14.81
        12           1.00        1.59        1.85
                 ---------     ------      ------
       TOTAL        63.00      100.00      100.00


    COLUMN TITLES -
      (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                        (INCLUDING NON-RESPONSE CATEGORY)
      (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                        (EXCLUDING NON-RESPONSE CATEGORY)
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TABULATION OF POSSIBLE BENEFIT OF PL85-926 FUNDS TO PROGRAMS PRESENTLY UNFUNDED
    SIMPLE TABULATION, NO. 11

     QUESTION  7 - WOULD PL 85-926 FUNDS BE OF BENEFIT TO PROG. - 2ND RESP.

       CODE         FREQ.        (1)         (2)
       ----         -----       -----       -----
         0          58.00       92.06
         2           3.00        4.76       60.00
         6           1.00        1.59       20.00
         7           1.00        1.59       20.00
                 ---------     ------      ------
       TOTAL        63.00      100.00      100.00


    COLUMN TITLES -
      (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                        (INCLUDING NON-RESPONSE CATEGORY)
      (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                        (EXCLUDING NON-RESPONSE CATEGORY)
```

Codes

7. Do you feel that PL 85-926 funds would be of benefit to your program?
Yes__ No__ Explain:

0 = no response or incorrect
1 = yes only
2 = yes, encourage administration to give program support, recognition, etc.
3 = yes, without control from BEH
4 = yes, provide funding for research projects, experimental programs, etc.
5 = yes, provide funding for staff increase, lecturers, consultants, support staff, etc.
6 = yes, provide funding for program area additions or development
7 = yes, funding for resource materials, practicum facilities, etc.
8 = yes, improve quality of students in program
9 = yes, other

Codes (Cont.)

12 = no, paper work and proposal generation involved too tedious

```
TABULATION OF REASONS GIVEN BY NON-FUNDED CHAIRMEN FOR NOT APPLYING FOR PL FUNDS
     SIMPLE TABULATION, NO. 12

      QUESTION  8 - UNIV. EVER APPLIED FOR PL 85-926 FUNDING - 1ST RESPONSE.

        CODE        FREQ.       (1)       (2)
        ----        -----      -----     -----
          0          6.00       9.52
          1         33.00      52.38     57.89
          2          8.00      12.70     14.04
          3          4.00       6.35      7.02
          4          2.00       3.17      3.51
          6          1.00       1.59      1.75
          9          1.00       1.59      1.75
         10          8.00      12.70     14.04
                   --------    ------    ------
        TOTAL       63.00     100.00    100.00


     COLUMN TITLES -
       (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                          (INCLUDING NON-RESPONSE CATEGORY)
       (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                          (EXCLUDING NON-RESPONSE CATEGORY)
```

```
TABULATION OF REASONS GIVEN BY NON-FUNDED CHAIRMEN FOR NOT APPLYING FOR PL FUNDS
     SIMPLE TABULATION, NO. 13

      QUESTION  8 - UNIV. EVER APPLIED FOR PL 85-926 FUNDING - 2ND RESPONSE.

        CODE        FREQ.       (1)       (2)
        ----        -----      -----     -----
          0         62.00      98.41
          6          1.00       1.59    100.00
                   --------    ------    ------
        TOTAL       63.00     100.00    100.00


     COLUMN TITLES -
       (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                          (INCLUDING NON-RESPONSE CATEGORY)
       (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                          (EXCLUDING NON-RESPONSE CATEGORY)
```

Codes

8. Has your university ever applied to BEH for direct funding under PL 85-926?
Yes__ No__ If no, briefly explain the reason for not doing so:

0 = no response or incorrect
1 = yes only
2 = no only
3 = no, program not familiar with PL 85-926
4 = yes, program previously funded by BEH, and does not wish to reapply

6 = no, staff duties limit time for funding application

9 = does not know
10 = other

CNF—SPECIAL TAB #1
QUESTION 9

VERTICAL MOBILITY OF E. H. PROGRAMS WITHIN ORGANIZATIONAL STRUCTURE OF NONFUNDED UNIVERSITIES

TYPE OF MOVEMENT	PERCENTAGE OF RESPONDENTS
Moved Upward	65%
Remained Stationary	31%
Moved Down	4%

CNF—SPECIAL TAB #2
QUESTION 12

NONFUNDED UNIVERSITIES MEAN % INCREASE PER YEAR IN ENROLLMENT OF MINORITY GROUPS BY REFERENCE YEAR

REFERENCE YEAR	AMERICAN INDIANS	NEGROES	ORIENTALS	SPANISH AMERICANS	OTHER
Blank or Incorrect	0	0	0	0	0
63-64	0	.33	.67	-0.02	- 0.82
64-65	0	.35	.30	-0.63	3.72
65-66	0	-0.06	-0.11	0	2.94
66-67	0	.38	0	.50	- 0.75
67-68	0	0	0	0	0
68-69	0	0	0	0	0
69-70	+.33	-4.00	+ .16	+ .40	+10.00

```
TABULATION OF FUNDED CHAIRMEN RESPONDING, FOR EACH REFERENCE YEAR
     SIMPLE TABULATION, NO.  1

      QUESTION  - WHAT IS YOUR REFERENCE YEAR (FIRST YEAR OF FUNDING)

        CODE        FREQ.        (1)        (2)
        ----        -----       -----      -----
          0          1.00         .48
          1         44.00       21.26      21.36
          2         51.00       24.64      24.76
          3         26.00       12.56      12.62
          4         22.00       10.63      10.68
          5         28.00       13.53      13.59
          6         11.00        5.31       5.34
          7         24.00       11.59      11.65
                 --------      ------     ------
        TOTAL      207.00      100.00     100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                        (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                        (EXCLUDING NON-RESPONSE CATEGORY)
```

Codes

0 = no response or incorrect
1 = 63-64
2 = 64-65
3 = 65-66
4 = 66-67
5 = 67-68
6 = 68-69
7 = 69-70

```
REPORTED EFFECTIVENESS OF TRAINEESHIPS ON STUD. QUAL. AT FUNDED UNIVEBSITIES
     SIMPLE TABULATION, NO. 2

      QUESTION  12 - ARE TRAINEESHIPS EFFECTIVE IN PROD. STUDENTS - 1ST RESP
        CODE        FREQ.       (1)        (2)
        ----        -----      -----      -----
          0         32.00      15.46
          1          9.00       4.35       5.14
          2          2.00        .97       1.14
          3          1.00        .48        .57
          4          7.00       3.38       4.00
          6          5.00       2.42       2.86
          7         72.00      34.78      41.14
         11         12.00       5.80       6.86
         12          1.00        .48        .57
         13         11.00       5.31       6.29
         16         28.00      13.53      16.00
         18          5.00       2.42       2.86
         19         22.00      10.63      12.57
                 ---------     ------     ------
        TOTAL       207.00     100.00     100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                         (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                         (EXCLUDING NON-RESPONSE CATEGORY)
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REPORTED EFFECTIVENESS OF TRAINEESHIPS ON STUD. QUAL. AT FUNDED UNIVEBSITIES
     SIMPLE TABULATION, NO. 3

      QUESTION  12 - ARE TRAINEESHIPS EFFECTIVE IN PROD. STUDENTS - 2ND RESP
        CODE        FREQ.       (1)        (2)
        ----        -----      -----      -----
          0        200.00      96.62
         12          1.00        .48      14.29
         13          3.00       1.45      42.86
         16          2.00        .97      28.57
         18          1.00        .48      14.29
                 ---------     ------     ------
        TOTAL       207.00     100.00     100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                         (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                         (EXCLUDING NON-RESPONSE CATEGORY)
```

<u>Codes</u>

12. In your opinion, are undergraduate traineeships effective in producing high quality students? Yes__ No__ Explain:

0 = no response or incorrect
1 = no only
2 = no, professional training should be reserved to post-bachelor's
3 = no, university tuition so high that traineeships would not help
4 = no, traineeship merely subsidizes a student already committed to program

6 = no, students enter program only for graduate work
7 = no, other

<u>Codes</u> (Cont.)

11 = yes, allows quality students to finish training without interruption, thus increasing quality
12 = yes, most students are returning for advanced studies (MA, Ph.D, etc.)
13 = yes, striving for academic aid and competition results in excellent grade average, sets standard for graduate work

16 = yes, recruits better students to program

18 = yes, allows funded students time for study and professional activities
19 = yes, other

```
REPORTED EFFECTIVENESS OF FELLOWSHIPS ON STUD. QUAL. AT FUNDED UNIVERSITIES

    SIMPLE TABULATION, NO. 4

     QUESTION  14 - ARE FELLOWSHIPS EFFECTIVE IN PROD. STUDENTS - 1ST RESP.

       CODE      FREQ.      (1)       (2)
       ----      -----     -----     -----
         0       20.00      9.66
         1       10.00      4.83      5.35
         2        6.00      2.90      3.21
         3        5.00      2.42      2.67
         4        1.00       .48       .53
        11       27.00     13.04     14.44
        12        7.00      3.38      3.74
        13       25.00     12.08     13.37
        14        2.00       .97      1.07
        16       37.00     17.87     19.79
        17        1.00       .48       .53
        18        7.00      3.38      3.74
        19       59.00     28.50     31.55
               --------    ------    ------
       TOTAL    207.00    100.00    100.00


     COLUMN TITLES -
       (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                      (INCLUDING NON-RESPONSE CATEGORY)
       (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                      (EXCLUDING NON-RESPONSE CATEGORY)
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PORTED EFFECTIVENESS OF FELLOWSHIPS ON STUD. QUAL. AT FUNDED UNIVERSITIES

    SIMPLE TABULATION, NO. 5

     QUESTION  14 - ARE FELLOWSHIPS EFFECTIVE IN PROD. STUDENTS - 2ND RESP.

       CODE      FREQ.      (1)       (2)
       ----      -----     -----     -----
         0      188.00     90.82
        11        5.00      2.42     26.32
        12        3.00      1.45     15.79
        13        4.00      1.93     21.05
        16        1.00       .48      5.26
        16        4.00      1.93     21.05
        19        2.00       .97     10.53
               --------    ------    ------
       TOTAL    207.00    100.00    100.00


     COLUMN TITLES -
       (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                      (INCLUDING NON-RESPONSE CATEGORY)
       (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                      (EXCLUDING NON-RESPONSE CATEGORY)
```

Codes

14. In your opinion, are graduate fellowships effective in providing high quality graduate students? Yes__ No__ Explain:

0 = no response or incorrect
1 = no only
2 = no, fellowship merely subsidizes a student already committed to program
3 = no, program only undergraduate
4 = no, other

11 = yes, allows quality students to finish training without interruption, thus increasing quality

Codes

12 = yes, most are returning for advanced studies (MA, Ph.D., etc.)
13 = yes, striving for academic aid and competition results in excellent grade average, sets high standard for graduate work
14 = yes, graduates of program successful in finding positions upon leaving

16 = yes, recruits better students to program
17 = yes, PL 85-926 funds give definitive way of rewarding scholarship
18 = yes, allows funded students time for study and professional activities
19 = yes, other

```
CF - TABULATION OF IMPACT OF PL 85-926 FUNDS ON TRAINING PROGRAMS
     SIMPLE TABULATION, NO. 6

      QUESTION  1 - WHAT IS IMPACT OF PL FUNDS ON YOUR PROGRAM - 1ST RESPONS

       CODE        FREQ.       (1)        (2)
       ----        -----      -----      -----
         0            0          0
         1         1.00        .48        .48
         2         7.00       3.38       3.38
         3        45.00      21.74      21.74
         4         4.00       1.93       1.93
         5        46.00      22.22      22.22
         6        23.00      11.11      11.11
         7         5.00       2.42       2.42
         8         3.00       1.45       1.45
         9         2.00        .97        .97
        10        30.00      14.49      14.49
        11        13.00       6.28       6.28
        12         2.00        .97        .97
        13         1.00        .48        .48
        14         1.00        .48        .48
        16         7.00       3.38       3.38
        17         4.00       1.93       1.93
        18         1.00        .48        .48
        22         1.00        .48        .48
        23         1.00        .48        .48
        25        10.00       4.83       4.83
                ---------     ------     ------
       TOTAL     207.00     100.00     100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                          (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                          (EXCLUDING NON-RESPONSE CATEGORY)
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CF - TABULATION OF IMPACT OF PL 85-926 FUNDS ON TRAINING PROGRAMS
     SIMPLE TABULATION, NO.  7

      QUESTION  1 - WHAT IS IMPACT OF PL FUNDS ON YOUR PROGRAM - 2ND RESPONS

       CODE        FREQ.       (1)        (2)
       ----        -----      -----      -----
         0       118.00      57.00
         2         5.00       2.42       5.62
         3        19.00       9.18      21.35
         5        31.00      14.98      34.83
         6         8.00       3.86       8.99
         7         8.00       3.86       8.99
         8         3.00       1.45       3.37
         9         1.00        .48       1.12
        10         9.00       4.35      10.11

        22         1.00        .48       1.12
        25         3.00       1.45       3.37
                ---------     ------     ------
       TOTAL     207.00     100.00     100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                          (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                          (EXCLUDING NON-RESPONSE CATEGORY)
```

<u>Codes</u>

1. In general what do you think has been the impact of PL 85-926 on your training program?

0 = no response or incorrect
1 = financial assistance to qualified students
2 = recognition of program by administration—gained status
3 = increase in qualified faculty, support staff, lecturers, consultants, etc.
4 = improvements and additions to curriculum
5 = increase in student enrollment (graduate or undergraduate)
6 = improvement of general quality of program
7 = addition or improvement of resource materials, facilities, etc.
8 = stimulation of research activities
9 = existance of workshops, summer training, programs, conferences, etc.

<u>Codes</u> (Cont.)

10 = expanded program areas
11 = responsible for initiation of program into separate department
12 = advancement of degree program(s)
13 = reorganization on local state and/or national level
14 = assistance to community
16 = "excellent" impact (no specifics)
17 = "moderate" impact (no specifics)
18 = little or no impact (no specifics)
22 = increased feeling of professionalism in program
23 = private university funding, not as great as state university, smaller impact
25 = other

```
CF - TABULATION OF WHETHER PL FUNDS STIMULATED THE GROWTH OF FUNDED PROGRAMS
     SIMPLE TABULATION, NO.  8

      QUESTION  2 - HAVE PL 85-926 FUNDS STIM. PROGRAM GROWTH - 1ST RESPONSE

       CODE       FREQ.      (1)       (2)
       ----       -----     -----     -----
         0         4.00      1.93
         1        11.00      5.31      5.42
         2         6.00      2.90      2.96
         3        62.00     29.95     30.54
         4         7.00      3.38      3.45
         5        55.00     26.57     27.09
         6         9.00      4.35      4.43
         7        13.00      6.28      6.40
         8         1.00       .48       .49
         9         2.00       .97       .99
        10        15.00      7.25      7.39
        11         7.00      3.38      3.45
        12         1.00       .48       .49
        16         1.00       .48       .49
        22        10.00      4.83      4.93
        25         1.00       .48       .49
        26         1.00       .48       .49
        30         1.00       .48       .49
                 --------   ------    ------
       TOTAL     207.00    100.00    100.00


     COLUMN TITLES -
       (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                     (INCLUDING NON-RESPONSE CATEGORY)
       (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                     (EXCLUDING NON-RESPONSE CATEGORY)
```

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CF - TABULATION OF WHETHER PL FUNDS STIMULATED THE GROWTH OF FUNDED PROGRAMS
     SIMPLE TABULATION, NO.  9

      QUESTION  2 - HAVE PL 85-926 FUNDS STIM. PROGRAM GROWTH - 2ND RESPONSE

       CODE       FREQ.      (1)       (2)
       ----       -----     -----     -----
         0       128.00     61.84
         2         2.00       .97      2.53
         3        15.00      7.25     18.99
         4         5.00      2.42      6.33
         5        25.00     12.08     31.65
         6         7.00      3.38      8.86
         7        12.00      5.80     15.19
         8         2.00       .97      2.53
         9         1.00       .48      1.27
        10         6.00      2.90      7.59
        11         1.00       .48      1.27
        12         2.00       .97      2.53
        25         1.00       .48      1.27
                 --------   ------    ------
       TOTAL     207.00    100.00    100.00


     COLUMN TITLES -
       (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                     (INCLUDING NON-RESPONSE CATEGORY)
       (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                     (EXCLUDING NON-RESPONSE CATEGORY)
```

Codes

2. In your opinion as Department Chairman, have PL 85-926 funds stimulated the growth of your program? Yes__ No__ Explain:

0 = no response or incorrect
1 = yes only
2 = yes, recognition of program by administration—gained status, etc.
3 = yes, increase in qualified faculty, support staff, lectureres, consultants, etc.
4 = yes, improvements and additions to curriculum
5 = yes, increase in student enrollment (graduate and/or undergraduate)
6 = yes, improvement of general quality of program
7 = yes, addition or improvement of resource materials, facilities, etc.
8 = yes, stimulation of research activities

Codes (Cont.)

9 = yes, existance of workshops, summer training, programs, conferences, etc.
10 = expanded program areas
11 = yes, responsible for initiation of program into separate department
12 = yes, advancement of degree program(s)
16 = yes, funding too recent to give adequate response
22 = yes, other
25 = no, program although stimulated, is hindered in progress by university policy
26 = no, program does not rely on and/or need federal funds
30 = no, other

```
CF - TABULATION OF DETRIMENTAL EFFECTS OF PL 85-926 FUNDING

     SIMPLE TABULATION, NO. 10

      QUESTION  3 - ANY DETRIMENTAL EFFECTS OF PL 85-926 FUND.

        CODE      FREQ.      (1)       (2)
        ----      -----     -----     -----
          0        4.00      1.93
          1      143.00     69.08     70.44
          2        2.00       .97       .99
          4        8.00      3.86      3.94
          5       10.00      4.83      4.93
          6        8.00      3.86      3.94
          7        3.00      1.45      1.48
          8        1.00       .48       .49
          9        4.00      1.93      1.97
         10        1.00       .48       .49
         11        3.00      1.45      1.48
         12        6.00      2.90      2.96

         18        1.00       .48       .49
         19       12.00      5.80      5.91
                --------    ------    ------
        TOTAL    207.00    100.00    100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                     (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                     (EXCLUDING NON-RESPONSE CATEGORY)
```

Codes

3. Have there been any detrimental effects of PL 85-926? Yes__ No__
If yes, explain:

0 = no response or incorrect
1 = no
2 = yes only
4 = negative reactions from staff of other departments who have not received funding
5 = inconsistency and/or inadequacy of funding
6 = tendency to let federal monies carry the program depending on funding
7 = strong competition between universities with EH programs for federal funds

Codes (Cont.)

8 = existence of EH students motivated solely by financial aid
9 = reactions to standards set and pressures resulting from PL 85-926 review of department
10 = raising of regular EH students tuition to support fellowship students tuition—which is less
11 = university unable to provide adequate staff and teaching facilities to overflow of federal students entering program
12 = rigid categorization of program as result of specifications of PL 85-926
18 = reliance of students on fully funded programs
19 = other

```
CF - TAB OF WHETHER PL FUNDS SIMULATED THE UNIV. TO SUPPLY ADDITIONAL PROG. FUND

     SIMPLE TABULATION, NO. 11

      QUESTION  4 - HAS PL FUND. STIM ADD. PROG. FUNDS FROM UNIV.- 1ST RESP

        CODE       FREQ.       (1)        (2)
        ----       -----      -----      -----
          0         5.00       2.42
          1         7.00       3.38       3.47
          2         1.00        .48        .50
          3         8.00       3.86       3.96
          5         2.00        .97        .99
          7         7.00       3.38       3.47
         10        19.00       9.18       9.41
         11        62.00      29.95      30.69
         12         3.00       1.45       1.49
         13        14.00       6.76       6.93
         14         2.00        .97        .99
         15         2.00        .97        .99
         16         2.00        .97        .99
         17        13.00       6.28       6.44
         18        10.00       4.83       4.95
         19         5.00       2.42       2.48
         20         1.00        .48        .50
         21        44.00      21.26      21.78
                --------     ------     ------
        TOTAL     207.00     100.00     100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                     (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                     (EXCLUDING NON-RESPONSE CATEGORY)
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CF - TAB OF WHETHER PL FUNDS SIMULATED THE UNIV. TO SUPPLY ADDITIONAL PROG. FUND

     SIMPLE TABULATION, NO. 12

      QUESTION  4 - HAS PL FUND. STIM ADD. PROG. FUNDS FROM UNIV.- 2ND RESP

        CODE       FREQ.       (1)        (2)
        ----       -----      -----      -----
          0       166.00      80.19
         11         5.00       2.42      12.20
         13        26.00      12.56      63.41
         17         2.00        .97       4.88
         18         6.00       2.90      14.63
         21         2.00        .97       4.88
                --------     ------     ------
        TOTAL     207.00     100.00     100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                     (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                     (EXCLUDING NON-RESPONSE CATEGORY)
```

Codes

4. In your opinion, has PL 85-926 stimulated the university to supply additional funds to your program? Yes__ No__ Explain:

0 = no response or incorrect
1 = no only
2 = no, university cut back on available funds as a result of PL 85-926 funding to program
3 = no, university does not supply additional funds to program, however, has not cut back on funding
5 = no, university feeling that it is not necessary to aid program receiving PL 85-926 funds
7 = no, other
10 = yes only
11 = yes, increase in funding for faculty, support, staff, lecturers, consultants, etc.

Codes (Cont.)

12 = yes, increase in funding for additional curriculum offerings, summer workshops, training programs
13 = yes, increase in funding for resource materials and facilities
14 = yes, university agreement to take over funding in case of loss of PL 85-926 grant
15 = yes, funding for research projects
16 = yes, funding for new degree program or programs
17 = yes, university granted additional monies for fellowships, traineeships, etc.
18 = yes, university matched support funds
19 = yes, amount of money university stimulated to supply, difficult or impossible to determine
20 = yes, university financial support not commensurate with the additional faculty load resulting from PL 85-926 funding
21 = yes, other

```
CF - TABULATION OF IMPACT OF PL 85-926 FUNDS ON QUALITY OF ENTERING SSUDENTS
     SIMPLE TABULATION, NO.  13

      QUESTION  5 - EFFECT OF PL FUNDS ON QUAL. OF ENTER. STUDS. - 1ST RESP.

        CODE       FREQ.       (1)        (2)
        ----       -----      -----      -----
          0        12.00       5.80
          1        20.00       9.66      10.26
          2         9.00       4.35       4.62
          3        16.00       7.73       8.21
          4        16.00       7.73       8.21
          5        41.00      19.81      21.03
          6         8.00       3.86       4.10
          8         1.00        .48        .51
          9         9.00       4.35       4.62
         10         4.00       1.93       2.05
         11         7.00       3.38       3.59
         12         1.00        .48        .51
         13         1.00        .48        .51
         14         7.00       3.38       3.59
         15         3.00       1.45       1.54
         16         1.00        .48        .51
         17        51.00      24.64      26.15
                 --------    ------     ------
        TOTAL     207.00     100.00     100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                     (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                     (EXCLUDING NON-RESPONSE CATEGORY)
```

```
CF - TABULATION OF IMPACT OF PL 85-926 FUNDS ON QUALITY OF ENTERING STUDENTS
     SIMPLE TABULATION, NO. 14

      QUESTION  5 - EFFECT OF PL FUNDS ON QUAL. OF ENTER. STUDS. - 2ND RESP.

        CODE       FREQ.       (1)        (2)
        ----       -----      -----      -----
          0       196.00      94.69
          1         1.00        .48       9.09
          4         4.00       1.93      36.36
          5         1.00        .48       9.09
         14         2.00        .97      18.18
         16         1.00        .48       9.09
         17         2.00        .97      18.18
                 --------    ------     ------
        TOTAL     207.00     100.00     100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                     (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                     (EXCLUDING NON-RESPONSE CATEGORY)
```

<u>Codes</u>

5. In your opinion, have PL 85-926 funds had an effect on the quality of your students entering training in Education for the Handicapped? Yes__ No__ Explain:

0 = no response or incorrect
1 = no
2 = yes only
3 = tightened requirements for admission into program
4 = funding has increased enrollment in program and, thus, increased competition for grants available
5 = small number of grants available ensures only the most qualified students students as recipients
6 = permits selection of students on basis other than economic, gives qualified students with financial handicaps opportunities for training

<u>Codes</u> (Cont.)

8 = PL 85-926 funding only available to students who are qualified <u>and</u> are in financial need
9 = funding has aided qualified students to continue in graduate program
10 = funding has allowed university to publicize program to potential students
11 = quality students (funded) tend to attract other good students
12 = PL 85-926 funds have provided consultants and other professionals who enhanced program, attracting qualified students
13 = too soon to know results of funding
14 = increase in staff, programming, counseling, etc., permits more adequate screening of applicant
15 = student cumulative grade average in program has risen as result of funding
16 = since program funding students graduating from program are doing better on comprehensive exams and obtaining better positions
17 = other

CF—SPECIAL TAB #1
QUESTION 16

VERTICAL MOBILITY OF E. H. PROGRAMS WITHIN ORGANIZATIONAL STRUCTURE OF FUNDED UNIVERSITIES	
TYPE OF MOVEMENT	PERCENTAGE OF RESPONDENTS
Moved Upward	70%
Remained Stationary	24%
Moved Down	6%

CF—SPECIAL TAB #2
QUESTION 18

FUNDED UNIVERSITIES MEAN % INCREASE PER YEAR IN ENROLLMENT OF MINORITY GROUPS BY REFERENCE YEAR					
REFERENCE YEAR	AMERICAN INDIANS	NEGROES	ORIENTALS	SPANISH AMERICANS	OTHER
Blank or Incorrect	0	0	0	0	0
63-64	.03	.94	.08	.07	-1.08
64-65	.05	1.31	.20	.20	-0.81
65-66	.13	1.07	.06	.17	-1.25
66-67	-0.08	.99	.19	.57	-1.11
67-68	.17	.88	.13	1.55	-2.56
68-69	0	0	0	0	0
69-70	.03	-0.55	-0.33	.31	1.23

CF - COMPARISON, BY REF. YR., OF Mean % Change Per Year in Full Time Faculty Supported by PL 85-926 Between the Reference Year and 1968-69 Reference Year.
COMPARISON OF MEANS, NO. 1

```
              ************************************************
      Ref.
      Year    **** REF. YR. ****     **** 1968-69  ****     AVERAGE %
      CODE     FREQ.       MEAN       FREQ.      MEAN       CHANGE/Year
      ----     -----       ----       -----      ----       ------
Blank   0       1.00          0        1.00         0            0
63-64   1      40.00      21.17       42.00     20.74        -0.09
64-65   2      47.00      22.62       49.00     17.37        -1.31
65-66   3      23.00      28.57       22.00     13.32        -5.08
66-67   4      20.00      10.50       20.00      8.00        -1.25
67-68   5      18.00      21.28       18.00     18.78        -2.50
68-69   6       6.00       2.00        9.00      4.22            0
69-70   7      20.00      12.50       17.00     10.06         2.44
              -------               -------
    TOTAL     175.00                 178.00

        NOTE -  NON-RESPONDENTS WERE NOT INCLUDED IN THE CALCULATION OF THESE AVERAGES
```

CF - COMPARISON, BY REF. YR., OF THE MEAN PERCENT CHANGE PER YEAR IN PART TIME FACULTY SUPPORTED BY PL 85-926 BETWEEN REFERENCE YEAR AND 1968-69
COMPARISON OF MEANS, NO. 2

```
              ************************************************
      Ref.
      Year    **** REF. YR. ****     **** 1968-69  ****     AVERAGE
      CODE     FREQ.       MEAN       FREQ.      MEAN       CHANGE
      ----     -----       ----       -----      ----       ------
Blank   0       1.00          0        1.00         0            0
63-64   1      37.00      20.32       39.00     26.33         1.20
64-65   2      42.00      14.07       45.00     22.22         2.04
65-66   3      20.00       8.75       22.00     19.59         3.61
66-67   4      17.00       1.53       17.00      1.53            0
67-68   5      17.00       4.41       16.00      4.13        -0.29
68-69   6       6.00      16.67       10.00     15.30            0
69-70   7      20.00      19.00       17.00     16.71         2.29
              -------               -------
    TOTAL     160.00                 167.00

        NOTE -  NON-RESPONDENTS WERE NOT INCLUDED IN THE CALCULATION OF THESE AVERAGES
```

CF - COMPARISON, BY REF. YR., OF the Mean Percent of Change Per Year in the Equipment Budget Supported by PL 85-926 Between the Reference Year and 68-69
COMPARISON OF MEANS, NO. 3

		++++ REF. YR. ++++		++++ 1968-69 ++++		AVERAGE
	CODE	FREQ.	MEAN	FREQ.	MEAN	CHANGE
Input	0	1.00	10.00	1.00	20.00	0
Year	1	40.00	32.88	44.00	32.20	-0.13
	2	46.00	35.80	51.00	34.53	-0.32
	3	24.00	46.46	25.00	41.40	-1.69
	4	21.00	30.10	21.00	38.05	3.98
	5	18.00	23.22	18.00	21.56	-1.67
	6	6.00	51.83	11.00	46.45	0
	7	21.00	30.19	18.00	22.11	8.08
	TOTAL	177.00		189.00		

NOTE - NON-RESPONDENTS WERE NOT INCLUDED IN THE CALCULATION OF THESE AVERAGES

CF - COMP., BY REF. YR., OF the Mean Percent Change Per Year in the Practicum Budget Supported by PL 85-926 Between Reference Year and 68-69
COMPARISON OF MEANS, NO. 4

		++++ REF. YR. ++++		++++ 1968-69 ++++		AVERAGE
	CODE	FREQ.	MEAN	FREQ.	MEAN	CHANGE
Blank	0	1.00	0	1.00	0	0
63-64	1	37.00	13.59	41.00	13.22	-0.08
64-65	2	43.00	7.23	45.00	10.58	.84
65-66	3	19.00	13.68	20.00	10.75	-0.98
66-67	4	19.00	16.32	19.00	13.32	-1.50
67-68	5	16.00	18.63	16.00	18.50	-0.13
68-69	6	5.00	25.00	7.00	18.57	0
69-70	7	19.00	11.11	17.00	10.00	1.11
	TOTAL	159.00		166.00		

NOTE - NON-RESPONDENTS WERE NOT INCLUDED IN THE CALCULATION OF THESE AVERAGES

CF - COMP., BY REF. YR., OF the Percent Change Per Year in Mean Number of Students Receiving Direct BEH Support under PL 85-926 Between Reference Year and 68-69
COMPARISON OF MEANS, NO. 5

```
        ********************************************         ********************************************

        **** REF. YR. ****     **** 1968-69  ****      AVERAGE
CODE    FREQ.        MEAN      FREQ.         MEAN      CHANGE
----    -----        ----      -----         ----      ------
  0      1.00        2.00       1.00         5.00           0
  1     46.00       10.26      46.00        25.02        2.95
  2     55.00        7.22      55.00        16.73        2.38
  3     26.00        3.23      26.00         9.50        2.09
  4     22.00        3.05      22.00         6.82        1.89
  5     22.00        3.68      22.00         5.14        1.45
  6     11.00        2.27      11.00         3.45           0
  7     24.00        5.83      24.00         6.00       -0.17
       -------                -------
TOTAL  207.00                 207.00

     NOTE -  NON-RESPONDENTS WERE NOT INCLUDED IN THE CALCULATION OF THESE AVERAGES
```

CF - COMP., BY REF. YR., Of the Mean Percent Change Per Year of Students Funded Through States by PL funds between Reference Year and 68-69.
COMPARISON OF MEANS, NO. 6

```
        ********************************************

        **** REF. YR. ****     **** 1968-69  ****      AVERAGE
CODE    FREQ.        MEAN      FREQ.         MEAN      CHANGE
----    -----        ----      -----         ----      ------
  0      1.00        2.00       1.00         2.00           0
  1     46.00        2.52      46.00         4.57         .41
  2     55.00        1.24      55.00         3.31         .52
  3     26.00        1.46      26.00         3.92         .82
  4     22.00        1.23      22.00          .55       -0.34
  5     22.00         .95      22.00         2.00        1.05
  6     11.00        1.64      11.00         1.91           0
  7     24.00        1.83      24.00         2.08       -0.25
       -------                -------
TOTAL  207.00                 207.00

     NOTE -  NON-RESPONDENTS WERE NOT INCLUDED IN THE CALCULATION OF THESE AVERAGES
```

CF - COMP., BY REF. YR., OF Mean Perceng Change/Year in Students Receiving Other Types of Funds Between Reference Year and 68-69.
COMPARISON OF MEANS, NO. 7

```
        ***********************************************              ***********************************************

        **** REF. YR. ****        **** 1968-69  ****      AVERAGE
CODE    FREQ.         MEAN        FREQ.         MEAN      CHANGE
----    -----         ----        -----         ----      ------
 0        1.00         4.00         1.00         9.00          0
 1       46.00         5.83        46.00        11.59       1.15
 2       55.00         9.11        55.00        18.58       2.37
 3       26.00         8.08        26.00        17.38       3.10
 4       22.00         1.27        22.00         3.77       1.25
 5       22.00         8.68        22.00        11.09       2.41
 6       11.00         1.27        11.00         2.73          0
 7       24.00        14.29        24.00        11.54       2.75
        -------                   -------
TOTAL   207.00                    207.00

     NOTE -  NON-RESPONDENTS WERE NOT INCLUDED IN THE CALCULATION OF THESE AVERAGES
```

CF - COMPARISON, BY REFERENCE YEAR, OF Mean Percent/Change Year in Total Number of Students Enrolled Between Reference Year and 68-69
COMPARISON OF MEANS, NO. 8

```
        ***********************************************

        **** REF. YR. ****        **** 1968-69  ****      AVERAGE
CODE    FREQ.         MEAN        FREQ.         MEAN      CHANGE
----    -----         ----        -----         ----      ------
 0        1.00        68.00         1.00        75.00          0
 1       46.00        40.78        46.00        87.61       9.37
 2       55.00        45.36        55.00        95.16      12.45
 3       26.00        35.42        26.00        83.15      15.91
 4       22.00        13.68        22.00        33.09       9.70
 5       22.00        25.18        22.00        38.95      13.77
 6       11.00        16.91        11.00        19.82          0
 7       24.00        43.21        24.00        37.96       5.25
        -------                   -------
TOTAL   207.00                    207.00

     NOTE -  NON-RESPONDENTS WERE NOT INCLUDED IN THE CALCULATION OF THESE AVERAGES
```

INTERPRETATION OF PAD SPECIAL TABULATIONS

Introduction

These tabulations should be interpreted in the following way:

- Title across the top of tabulation identifies parameters enumerated within the tab.
- The column titles indicate comparison populations.
- Each row title represents a different reference year between 1963-64 and 1968-69.
- Column and row entries indicate the average change per year in the tabulation parameter (i.e., number of male students) between the reference year and 1968-69. Note that the 1968-69 row always contains zeros since it cannot be compared with itself.
- Minus signs indicate an annual reduction in the parameter for that population, for all schools with the reference year in that row.

Remember—the tabulation entries are the estimated average change per year in the population parameters.

Also remember—that each entry refers to the population indicated in the column heading, which is a subset of the population in the row heading (the universities with a particular reference year).

```
PAD -  SIMP-TAB OF WAYS PL FINUS STIMULATED PROG. GROWTH, AT FUNDED UNIVERSITIES
         PAD SIMPLE TAB NO.  2

   ROW QUESTION  11 - HAVE PL 85-926 FUNDS STIMULATED PROG. GROWTH - 2ND RESP


       -----------------------
       *********** YES **********
CODE      FREQ.       (1)       (2)
----      -----      -----     -----
  0      290.00      72.32
  3        9.00       2.24      8.11
  4       28.00       6.98     25.23
  6        8.00       2.00      7.21
  7        1.00        .25       .90
  8       49.00      12.22     44.14
  9        1.00        .25       .90
 10        5.00       1.25      4.50
 11        4.00       1.00      3.60
 13        6.00       1.50      5.41
       --------     ------    ------
TOTAL    401.00     100.00    100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                   (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                   (EXCLUDING NON-RESPONSE CATEGORY)
```

0= blank or incorrect
3= association with PL 85-926 review board aid in clarifying
and establishing program goals
4= increase of program status within department and university,
increase intra-departments cooperation, etc.
6= curriculum development (addition of degree programs, practicum
experience, research, summer training programs, etc.)
7= responsible for initiation of program into department
8= improved public image leading to increased enrollment
9= increased service to community, state, nation, etc.
10= funding too recent to give adequate response
11= yes, only
13= no

```
PAD -  SIMP-TAB OF NATIONAL IMPACT ON PROGRAMS OF PL FUNDS.
                SIMPLE TAB. NO.  3

   ROW QUESTION  12 - IMPACT OF PL 85-926 ON YOUR PROG. NATIONALLY - 1ST RESP


        ---------------------------
        **********       **********
CODE      FREQ.       (1)       (2)
----      -----      -----     -----
  0       37.00       9.23
  2        9.00       2.24      2.47
  3       13.00       3.24      3.57
  4       33.00       8.23      9.07
  5       78.00      19.45     21.43
  6       32.00       7.98      8.79
  7      104.00      25.94     28.57
  9        5.00       1.25      1.37
 10       20.00       4.99      5.49
 11        2.00        .50       .55
 12        8.00       2.00      2.20
 13        9.00       2.24      2.47
 15        1.00        .25       .27
 16       20.00       4.99      5.49
 17        3.00        .75       .82
 18        6.00       1.50      1.65
 19        1.00        .25       .27
 20        8.00       2.00      2.20
 21        5.00       1.25      1.37
 22        6.00       1.50      1.65
 23        1.00        .25       .27
        --------     ------    ------
TOTAL    401.00     100.00    100.00

   COLUMN TITLES -
     (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                      (INCLUDING NON-RESPONSE CATEGORY)
     (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                      (EXCLUDING NON-RESPONSE CATEGORY)
```

12= increased program prestige
13= increased service to community, state, nation, etc.
14= training of handicapped, enabling them to remain in the communities.
15= increases mobility of students to colleges with EH depts. in area
16= increased national importance of area through publicity
17= provided opportunity for interaction and communication between professionals in area
18= increased sense of identity and professionalism in area
19= shortened average length of time for training in area per student
20= stimulated new teacher-training techniques
21= increased available resource materials and facilities, workshops, etc.
22= has brought need for qualified EH practitioners to attention of university
23= minimal impact because of discontinuance of funds

```
PAD -  SIMP-TAB OF NATIONAL IMPACT ON PROGRAMS OF PL FUNDS.
                SIMPLE TAB. NO. 14

   ROW QUESTION  12 - IMPACT OF PL 85-926 ON YOUR PROG. NATIONALLY - 2ND RESP


        ---------------------------
        **********       **********
CODE      FREQ.       (1)       (2)
----      -----      -----     -----
  0      320.00      79.80
  2        1.00        .25      1.23
  4        3.00        .75      3.70
  5        9.00       2.24     11.11
  6       18.00       4.49     22.22
  7       19.00       4.74     23.46
  9        5.00       1.25      6.17
 10        5.00       1.25      6.17
 12        1.00        .25      1.23
 13        3.00        .75      3.70
 14        1.00        .25      1.23
 16        4.00       1.00      4.94
 17        1.00        .25      1.23
 18        1.00        .25      1.23
 20        2.00        .50      2.47
 21        3.00        .75      3.70
 22        5.00       1.25      6.17
        --------     ------    ------
TOTAL    401.00     100.00    100.00

   COLUMN TITLES -
     (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                      (INCLUDING NON-RESPONSE CATEGORY)
     (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                      (EXCLUDING NON-RESPONSE CATEGORY)
```

0= no response
2= very little impact
3= moderate impact
4= great impact
5= initiation of new programs, strengthening and support of existing programs
6= stimulation of interest and research in area within field of EH.
7= contributed to supply of well-trained practitioners, leadership personnel, and support staff within area in university
9= forced attempts locally and nationally to clarify definitions, issues, philosophies, etc., raised standards within area
10= impact in form or qualified practitioners dispursed throughout nation into area manpower pool.
11= impact significant only in well-paying metropolitan programs

```
PAD - SIMP-TAB OF LOCAL IMPACT ON PROGRAMS OF PL FUNDS,
          SIMPLE-TAB, NO. 5

   ROW QUESTION  13 - IMPACT OF PL 85-926 ON YOUR PROG. AT UNIV. - 1ST RESPON


          ----------------------------
          ********** YES **********
CODE      FREQ.       (1)      (2)
----      -----      -----    -----
  0       33.00      8.23
  1        3.00       .75       .82
  2       11.00      2.74      2.99
  3       10.00      2.49      2.72
  4       29.00      7.23      7.88
  5      109.00     27.18     29.62
  6       32.00      7.98      8.70
  7       70.00     17.46     19.02
 10        8.00      2.00      2.17
 11        2.00       .50       .54
 12       24.00      5.99      6.52
 13        6.00      1.50      1.63
 14        1.00       .25       .27
 15        4.00      1.00      1.09
 16       12.00      2.99      3.26
 18        4.00      1.00      1.09
 20        3.00       .75       .82
 21       15.00      3.74      4.08
 22       22.00      5.49      5.98
 23        3.00       .75       .82
        ---------   ------    ------
TOTAL    401.00    100.00    100.90

  COLUMN TITLES -
   (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                   (INCLUDING NON-RESPONSE CATEGORY)
   (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSE
                   (EXCLUDING NON-RESPONSE CATEGORY)
```

13= increased service to community, state, nation, etc.
14= training of handicapped, enabling them to remain in the communities
15= increases mobility and availability of students to university
16= increased local or national importance of area through publicity
17= provided opportunity for interaction and communication between professionals in area
18= increased sense of identity and professionalism in area
20= stimulated new teacher-training techniques
21= increased available resource materials and facilities, workshops, etc.
22= has brought need for qualified EH practitioners to attention of university
23= minimal impact because of minimal funding

```
PAD - SIMP-TAB OF LOCAL IMPACT ON PROGRAMS OF PL FUNDS,
          SIMPLE TAB NO. 6

   ROW QUESTION  13 - IMPACT OF PL 85-926 ON YOUR PROG. AT UNIV. - 2ND RESPON


          ----------------------------
          ********** YES **********
CODE      FREQ.       (1)      (2)
----      -----      -----    -----
  0      325.00     81.05
  4        1.00       .25      1.32
  5       13.00      3.24     17.11
  6        9.00      2.24     11.84
  7       19.00      4.74     25.00
 10        2.00       .50      2.63
 12       10.00      2.49     13.16
 13        4.00      1.00      5.26
 16        2.00       .50      2.63
 17        1.00       .25      1.32
 18        2.00       .50      2.63
 20        3.00       .75      3.95
 21        8.00      2.00     10.53
 22        2.00       .50      2.63
        ---------   ------    ------
TOTAL    401.00    100.00    100.00

  COLUMN TITLES -
   (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                   (INCLUDING NON-RESPONSE CATEGORY)
   (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                   (EXCLUDING NON-RESPONSE CATEGORY)
```

0= no response
1= no impact
2= very little impact
3= moderate impact
4= great impact
5= development of new programs, strengthening and support of existing programs
6= stimulation of interest and research in area within field of EH
7= contributed to supply of well trained practitioners and leadership personnel in EH as well as support staff within area in university
10= impact in form of qualified EH practitioners graduated from university
11= impact significant only in well-paying metropolitan programs
12= increased program prestige

```
PAD -  SIMP-TAB OF PROG. AREAS PRESENTLY RECEIVING FUNDS.
            SIMPLE-TAB. NO. 7

   ROW QUESTION  14 - IS YOUR AREA PRESENTLY RECEIVING PL 85-926 FUNDS


         ----------------------
         **********     *********
CODE      FREQ.      (1)      (2)
----      -----     -----    -----
  0       14.00      3.49
  1      361.00     90.02    93.28
  2       26.00      6.48     6.72
         --------   ------   ------
TOTAL    401.00    100.00   100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                       (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                       (EXCLUDING NON-RESPONSE CATEGORY)
```

0- blank or incorrect
1= yes
2= no

```
PAD -  SIMP-TAB OF WHETHER PL FUNDS STIMULATED UNIV. TO SUPPLY ADD.
            SIMPLE-TAB. NO. 8

   ROW QUESTION  16A - HAS PL FUND. STIM. ADDITIONAL PROG. FUNDS FROM UNIV.


         ----------------------
         **********     **********
CODE      FREQ.      (1)      (2)
----      -----     -----    -----
  0       64.00     15.96
  1        2.00       .50      .59
  2        5.00      1.25     1.48
  3      330.00     82.29    97.92
         --------   ------   ------
TOTAL    401.00    100.00   100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                       (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                       (EXCLUDING NON-RESPONSE CATEGORY)
```

0 = blank or incorrect
1 = yes
2 = possibly
3 = doubtful

```
PAD - SIMP-TAB OF HOW PL FUNDS STIMULATED UNIV. TO SUPPLY ADD.
          SIMPLE TAB. NO. 9

   ROW QUESTION  16B - HOW PL FUND. STIM. ADD. UNIV. PROG. FUNDS - 1ST RESPON


          ----------------------------
          *********** YES ***********
CODE      FREQ.       (1)        (2)
----      -----      -----      -----
  0        71.00     17.71
 10        22.00      5.49       6.67
 11       162.00     40.40      49.09
 12        12.00      2.99       3.64
 13        28.00      6.98       8.48
 14        11.00      2.74       3.33
 15         4.00      1.00       1.21
 16         7.00      1.75       2.12
 17        21.00      5.24       6.36
 18        11.00      2.74       3.33
 19         5.00      1.25       1.52
 20         2.00       .50        .61
 21        45.00     11.22      13.64
          --------   ------     ------
TOTAL     401.00    100.00     100.00

   COLUMN TITLES -
     (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                      (INCLUDING NON-RESPONSE CATEGORY)
     (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                      (EXCLUDING NON-RESPONSE CATEGORY)
```

0= blank or no response
10=yes, only
11=increase in funding for faculty, support staff, lecturers, consultants, etc.
12=increase in funding for additional curriculum offerings, summer workshops, training programs
13=increase in funding for resource materials and facilities
14=university agreement to take over funding in case of loss of PL 85-926 grant
15=funding for research projects
16=funding for new degree program or programs
17=university granted additional monies for fellowships, traineeships, etc.
18=university matched support funds
19=amount of money university stimulated to supply, difficult or impossible to determine
20=university financial support not commensurate with the additional faculty load resulting from PL 85-926 funding
21=other

```
PAD - SIMP-TAB OF HOW PL FUNDS STIMULATED UNIV. TO SUPPLY ADD.
          SIMPLE TAB. NO. 10

   ROW QUESTION  16B - HOW PL FUND. STIM. ADD. UNIV. PROG. FUNDS - 2ND RESPON


          ----------------------------
          *********** YES ***********
CODE      FREQ.       (1)        (2)
----      -----      -----      -----
  0       303.00     75.56
 11         5.00      1.25       5.10
 12         2.00       .50       2.04
 13        72.00     17.96      73.47
 14         1.00       .25       1.02
 16         3.00       .75       3.06
 17         1.00       .25       1.02
 18        10.00      2.49      10.20
 21         4.00      1.00       4.08
          --------   ------     ------
TOTAL     401.00    100.00     100.00

   COLUMN TITLES -
     (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                      (INCLUDING NON-RESPONSE CATEGORY)
     (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                      (EXCLUDING NON-RESPONSE CATEGORY)
```

```
PAD - CROSS-TAB OF TYPES OF PROGRAM AREAS RESPONDING BY UNIVERSITY FUNDING STAT.
     NUMERIC CROSS-TAB, NO.  1

   ROW QUESTION   - WHAT IS YOUR PROGRAM AREA

    COL. QUESTION   FUNDING FLAG - IS YOUR UNIV. CURRENTLY FUNDED BY PL 85-926

          ---------------------- PL FUNDING ----------------------
          ********** YES **********        ********** NO **********
CODE       FREQ.      (1)       (2)          FREQ.      (1)       (2)
----       -----     -----     -----         -----     -----     -----
  0         1.00       .25                    1.00       .76
  1       104.00     25.94     26.00         27.00     20.61     20.77
  2       140.00     34.91     35.00         61.00     46.56     46.92
  3        44.00     10.97     11.00          6.00      4.58      4.62
  4         6.00      1.50      1.50          8.00      6.11      6.15
  5        21.00      5.24      5.25         14.00     10.69     10.77
  6        38.00      9.48      9.50          3.00      2.29      2.31
  7        12.00      2.99      3.00          2.00      1.53      1.54
  8        23.00      5.74      5.75          9.00      6.87      6.92
  9        12.00      2.99      3.00             0         0         0
         --------   ------    ------       --------   ------    ------
TOTAL     401.00    100.00    100.00        131.00    100.00    100.00
```

0= blank or incorrect
1= speech and hearing
2= emotionally disturbed
4= multiple and interrelated
5= learning disabilities
6= deaf
7= visually handicapped
8= orthopedically handicapped
9= administrative of special education

```
PAD - CROSS-TAB OF RESPONDENT REFERENCE YEAR BY UNIVERSITY FUNDING STATUS
     NUMERIC CROSS-TAB, NO.  2

   ROW QUESTION   - WHAT IS YOUR REFERENCE YR. (1ST YR. OF FUND./PROG./1963)

    COL. QUESTION   FUNDING FLAG - IS YOUR UNIV. CURRENTLY FUNDED BY PL 85-926

          ---------------------- PL FUNDING ----------------------
          ********** YES **********        ********** NO **********
CODE       FREQ.      (1)       (2)          FREQ.      (1)       (2)
----       -----     -----     -----         -----     -----     -----
  0         6.00      1.50                    8.00      6.11
  1        71.00     17.71     17.97         33.00     25.19     26.83
  2       111.00     27.68     28.10          5.00      3.82      4.07
  3        49.00     12.22     12.41          4.00      3.05      3.25
  4        32.00      7.98      8.10          6.00      4.58      4.88
  5        32.00      7.98      8.10         12.00      9.16      9.76
  6        20.00      4.99      5.06         12.00      9.16      9.76
  7        80.00     19.95     20.25         51.00     38.93     41.46
         --------   ------    ------       --------   ------    ------
TOTAL     401.00    100.00    100.00        131.00    100.00    100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                    (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                    (EXCLUDING NON-RESPONSE CATEGORY)
```

0= blank or incorrect
1= 63-64
2= 64-65
3= 65-66
4= 66-67
5= 67-68
6= 68-69
7= 69-70

```
PAD - CROSS-TAB OF PROGRAM OPERATIONAL IN THE UNIV. REF. YR. BY UNIV. FUNDING
     NUMERIC CROSS-TAB. NO.  3

   ROW QUESTION  1 - WAS THIS TRAINING AREA IN OPERATION FOR THE REFERENCE YR

    COL. QUESTION   FUNDING FLAG - IS YOUR UNIV. CURRENTLY FUNDED BY PL 85-926

         ------------------------- PL FUNDING ------------------------
         ********** YES **********        ********** NO **********
CODE      FREQ.      (1)       (2)          FREQ.      (1)       (2)
----      -----     -----     -----         -----     -----     -----
  0       27.00      6.73                    7.00      5.34
  1      332.00     82.79     88.77        105.00     80.15     84.68
  2       42.00     10.47     11.23         19.00     14.50     15.32
        --------   ------    ------       --------   ------    ------
TOTAL    401.00    100.00    100.00        131.00    100.00    100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                    (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                    (EXCLUDING NON-RESPONSE CATEGORY)
```

0= blank or incorrect answer
1= yes
2= no

```
PAD -  SIMP-TAB OF WAYS PL FINDS STIMULATED PROG. GROWTH.  AT FUNDED UNIVERSITIES
            SIMPLE TAB NO. 1

   ROW QUESTION  11 - HAVE PL 85-926 FUNDS STIMULATED PROG. GROWTH - 1ST RESP


          -------------------
        **********     **********
CODE      FREQ.      (1)       (2)
----      -----     -----     -----
  0       16.00      3.99
  1       14.00      3.49      3.64
  2       14.00      3.49      3.64
  3       39.00      9.73     10.13
  4      159.00     39.65     41.30
  5        3.00       .75       .78
  6       14.00      3.49      3.64
  7        3.00       .75       .78
  8       90.00     22.44     23.38
  9       20.00      4.99      5.19
 10        2.00       .50       .52
 11        5.00      1.25      1.30
 12        6.00      1.50      1.56
 13       16.00      3.99      4.16
        --------   ------    ------
TOTAL    401.00    100.00    100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                    (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                    (EXCLUDING NON-RESPONSE CATEGORY)
```

0= blank or incorrect
1= encouraged students to pursue advanced degrees
2= attracted higher quality students, staff, lecturers, consultants, etc.
3= association with PL 85-926 review board aid in clarifying and establishing program goals.
4= increase of program status within department and university, increase intra-departments cooperation, etc.
5= field study with schools, hospitals and community agencies.
6= curriculum development (addition of degree programs, practicum experience, research, summer training programs, etc.).
7= responsible for initiation of program into department
8= improved public image leading to increased enrollment
9= increased service to community, state, nation, etc.
10= funding too recent to give adequate response
11= yes, only
12= other
13= no

PAD Special Tab No. 1

Change in Full-Time Faculty Devoting Full-Time to Program by Degree Level			
Reference Year	MA	PMA	DOCT
No Response	0	0	0
63-64	.22	1.09	.17
64-65	.16	1.77	.20
65-66	.23	1.31	.24
66-67	.33	1.27	.46
67-68	.12	.58	.25
68-69	0	0	0

PAD Special Tab No. 2

Change in FTE* of Full-Time Faculty Devoting Part-Time to Program by Degree Level			
Reference Year	MA	PMA	DOCT
No Response	0	0	0
63-64	.37	.07	.32
64-65	.05	.44	.25
65-66	.25	1.66	.88
66-67	.16	6.10	.19
67-68	.45	.27	0
68-69	0	0	0

PAD Special Tab No. 3

Change in FTE* of Part-Time Faculty Devoting Part-Time to Program by Degree Level			
Reference Year	MA	PMA	DOCT
No Response	0	0	0
63-64	.25	.22	.08
64-65	.14	.14	.09
65-66	.07	.03	.20
66-67	1.75	.11	.83
67-68	.88	-0.13	-1.53
68-69	0	0	0

* FTE = Full-Time Equipment

PAD Special Tab No. 4

Change in Credit Hours Offerred in Area by Reference Year	
Reference Year	Credit Hours
No Response	0
63-64	3.75
64-65	5.87
65-66	5.86
66-67	5.71
67-68	1.42
68-69	0

PAD Special Tab No. 5

Change in % of Budget Supplied by Degree Level			
Reference Year	PL 85-926	Univ. Admin.	Other
No Response	0	0	0
63-64	.76	-0.09	-0.25
64-65	1.27	.26	-0.86
65-66	1.16	.12	-1.85
66-67	1.50	-0.45	-1.61
67-68	4.81	-0.35	-0.16
68-69	0	0	0

PAD Special Tab No. 6

Change in Number of Degrees Conferred by Reference Year				
Reference Year	MA	ABD	DOCT	Other
No Response	0	0	0	0
63-64	1.45	.04	.13	.24
64-65	1.21	.10	.26	.63
65-66	2.43	.08	.28	1.89
66-67	2.97	0	-0.04	.16
67-68	3.99	0	.13	2.08
68-69	0	0	0	0

PAD Special Tab No. 7

The Mean Annual Rate of Increase in Applications Completed for Admission to PL 85-926 Funded University Special Education Programs by Degree Level

Reference Year	BA	MA	DOCT	OTHER
No Response	0	0	0	0
63-64	4.75	6.37	.83	.64
64-65	6.16	5.02	1.27	.67
65-66	15.92	9.83	1.09	.20
66-67	9.32	3.54	.82	.75
67-68	20.75	7.20	1.35	2.74
68-69	0	0	0	0

PAD Special Tab No. 8

The Mean Annual Rate of Increase in Number of Students Enrolled by Funded Special Education Programs by Degree Level

Reference Year	BA	MA	DOCT	OTHER
No Response	0	0	0	0
63-64	3.76	5.27	.43	.76
64-65	5.82	3.08	.53	.62
65-66	13.10	7.30	.46	-0.26
66-67	11.48	5.13	.59	.75
67-68	17.11	4.09	1.79	3.54
68-69	0	0	0	0

PAD Special Tab No. 9

The Mean Annual Rate of Increase in New Student Handling Capacity of Special Education Programs at Funded Universities by Degree Level

Reference Year	BA	MA	DOCT	OTHER
No Response	0	0	0	0
63-64	4.66	1.21	.33	.08
64-65	3.86	2.91	.37	1.11
65-66	12.36	5.45	.27	0.12
66-67	14.03	3.60	.99	1.31
67-68	27.25	5.41	2.69	3.66
68-69	0	0	0	0

PAD Special Tab No. 10

Mean Annual Rate of Increase in Total Student Enrollment by Sex and Academic Level in Funded Special Education Programs								
Reference Year	BA		MA		DOCT		OTHER	
	Male	Female	Male	Female	Male	Female	Male	Female
No Response	0	0	0	0	0	0	0	0
63-64	.31	1.47	.31	1.30	.07	.03	.03	.09
64-65	.45	2.24	.39	1.05	.27	.05	.17	.43
65-66	1.02	4.58	1.08	1.70	.33	-0.01	.06	-0.00
66-67	.73	2.52	.58	1.95	.04	.04	0	0
67-68	.67	1.89	1.52	2.06	.11	0	2.40	1.21
68-69	0	0	0	0	0	0	0	0

PAD Special Tab No. 11

Mean Annual Rate of Increase in Graduate Student Enrollment by Full Time/ Part Time Status and Academic Level in Funded Special Education Programs								
Reference Year	MA		ABD*		DOCT		OTHER	
	FT	PT	FT	PT	FT	PT	FT	PT
No Response	0	0	0	0	0	0	0	0
63-64	2.25	1.59	.08	.02	.60	.59	.63	.71
64-65	1.34	4.96	.00	.15	.50	.23	3.16	2.51
65-66	2.17	7.81	.16	.13	.61	.07	4.17	1.74
66-67	1.70	6.53	0	0	.69	.05	1.68	-0.24
67-68	3.07	3.85	0	-0.44	1.56	1.25	9.74	5.55
68-69	0	0	0	0	0	0	0	0

*All but dissertation

PAD Special Tab No. 12

Mean Annual Rate of Increase in Physical Plant Made Available to Funded Special Education Programs by the University Administration			
Reference Year	Classroom Space	Office Space	Other Space
No Response	0	0	0
63-64	139.19	83.74	320.44
64-65	765.68	158.48	303.51
65-66	367.25	87.03	763.71
66-67	750.48	133.10	1628.85
67-68	2547.20	312.71	709.71
68-69	0	0	0

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SES - MOST IMPORTANT THINGS CAUSING FIRST CONSIDERATION OF SPECIAL ED. AS FIELD

     SIMPLE TABULATION, NO. 1

      QUESTION  4 - WHAT MOST IMP. THING CAUSED 1ST CONSID. E.H. - 1ST RESP.

        CODE       FREQ.       (1)       (2)
        ----       -----      -----     -----
          0        18.92       3.28
          1        32.10       5.56      5.75
          2        16.18       2.80      2.90
          3        38.96       6.75      6.98
          4        10.89       1.89      1.95
          5        61.21      10.61     10.97
          6        32.02       5.55      5.74
          7        37.39       6.48      6.70
          8        23.61       4.09      4.23

         10        37.25       6.45      6.67
         11         3.43        .59       .61
         12        12.89       2.24      2.31
         13        65.26      11.31     11.69
         14        58.45      10.13     10.47
         15        16.32       2.83      2.92
         16         7.46       1.29      1.34
         17        20.24       3.51      3.63
         18         1.00        .17       .18
         19        35.70       6.19      6.40
         20        38.36       6.65      6.87
         21         9.46       1.64      1.69
                  --------    ------    ------
        TOTAL     577.10     100.00    100.00

            MEAN = 10.32         MEDIAN = 10

      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                       (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                       (EXCLUDING NON-RESPONSE CATEGORY)
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SES - MOST IMPORTANT THINGS CAUSING FIRST CONSIDERATION OF SPECIAL ED. AS FIELD

     SIMPLE TABULATION, NO. 2

      QUESTION  4 - WHAT MOST IMP. THING CAUSED 1ST CONSID. E.H. - 2ND RESP.

        CODE       FREQ.       (1)       (2)
        ----       -----      -----     -----
          0       513.95      89.06
          1         8.15       1.41     12.91
          5         8.46       1.47     13.40
          6         3.43        .59      5.43
          8         6.03       1.04      9.55
         10         3.86        .67      6.11
         12         1.00        .17      1.58
         13         9.15       1.59     14.49
         14        11.32       1.96     17.93
         17         1.00        .17      1.58
         19        10.75       1.86     17.02
                  --------    ------    ------
        TOTAL     577.10     100.00    100.00

            MEAN = 10.59         MEDIAN = 13

      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                       (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                       (EXCLUDING NON-RESPONSE CATEGORY)
```

Codes

4. What was the most important thing that caused you to <u>first</u> seriously consider Education for the Handicapped as your field?

0 = no response or incorrect
1 = social relevancy
2 = handicapped friend
3 = handicapped relative or member of immediate family
4 = newness or challenge of field
5 = observing and/or conversing with students or professionals in EH
6 = pre-professional work in EH
7 = college EH department, clinic, or course dealing with EH
8 = medical or occupational therapy

Codes (Cont.)

10 = need for trained EH teachers
11 = personal handicap
12 = salary potential
13 = personal contact with handicapped child or children
14 = personal desire to work with handicapped
15 = individuals concerned with, if not professionally involved with EH field
16 = opportunity for funding, grants, etc.
17 = EH literature and mass media
18 = need for masculine influence in EH field
19 = interest in field
20 = original interest in related fields
21 = camp, day care centers, etc.

```
SES - TABULATION OF STUDENTS HAVING EXPERIENCE WITH HANDICAPPED BEFORE TRAINING
     SIMPLE TABULATION, NO.  3

      QUESTION  9 - WHAT WAS SITUATION OF PRIOR EXPERIENCE WITH HANDICAPPED

        CODE       FREQ.       (1)        (2)
        ----       -----      -----      -----
          0       301.22      52.20
          1        92.16      15.97      33.41
          2        47.02       8.15      17.04
          3        61.35      10.63      22.24
          4        58.00      10.05      21.02
          5        12.49       2.16       4.53
          6         2.43        .42        .88
          7         2.43        .42        .88
                 ---------   -------    -------
        TOTAL     577.10     100.00     100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                      (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                      (EXCLUDING NON-RESPONSE CATEGORY)
```

<u>Codes</u>

9. When you entered training in Education for the Handicapped, what prior experience did you have with handicapped children? (If none, check here __)

0 = no response or incorrect
1 = home or neighborhood
2 = camp or related situation
3 = school
4 = medical or occupational therapy
5 = charity organization, association for the handicapped, etc.
6 = no contact yet
7 = college EH department of clinic, or course dealing with or related to EH.

EH = education for the handicapped

```
SES - TABULATION OF FIRST SOURCE OF INFORMATION ABOUT SPECIAL EDUCATION

     SIMPLE TABULATION, NO.  4

      QUESTION  14 - WHAT WAS 1ST SOURCE OF INFO. ABOUT SPEC. ED. - 1ST RESP

        CODE       FREO.       (1)        (2)
        ----       -----      -----      -----
          0        27.24       4.72
          1         4.03        .70        .73
          2       120.43      20.87      21.90
          3        12.32       2.13       2.24
          4         2.43        .42        .44
          5        13.58       2.35       2.47
          6        88.55      15.34      16.10
          7        58.43      10.12      10.63
          8       144.87      25.10      26.35
          9        24.90       4.31       4.53
         10        41.82       7.25       7.61
         11         5.00        .87        .91
         12        13.32       2.31       2.42
         13        15.18       2.63       2.76
         14         2.00        .35        .36
         15         1.00        .17        .18
         16         2.00        .35        .36
                --------     ------     ------
        TOTAL     577.10     100.00     100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                          (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                          (EXCLUDING NON-RESPONSE CATEGORY)
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SES - TABULATION OF FIRST SOURCE OF INFORMATION ABOUT SPECIAL EDUCATION

     SIMPLE TABULATION, NO.  5

      QUESTION  14 - WHAT WAS 1ST SOURCE OF INFO. ABOUT SPEC. ED. - 2ND RESP

        CODE       FREO.       (1)        (2)
        ----       -----      -----      -----
          0       513.81      89.03
          2         6.29       1.09       9.94
          4         3.00        .52       4.74
          5         4.03        .70       6.37
          6         7.89       1.37      12.47
          7         6.86       1.19      10.84
          8        18.21       3.16      28.77
          9         2.00        .35       3.16
         10         7.72       1.34      12.20
         11         2.66        .50       4.52
         12         3.00        .52       4.74
         13         1.43        .25       2.26
                --------     ------     ------
        TOTAL     577.10     100.00     100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                          (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                          (EXCLUDING NON-RESPONSE CATEGORY)
```

Codes

14. What was your first source of information about Education for the Handicapped?

0 = no response or incorrect
1 = local board of education
2 = college EH department, or clinic or course related to or dealing with EH
3 = parents or relatives of handicapped children or adults
4 = handicapped relative(s) or immediate family
5 = assembly, career day, seminar, clubs discussions, etc., of special education
6 = individuals concerned with if not professionally involved with EH field

Codes (Cont.)

7 = EH literature and mass media
8 = observing or conversing with students or professionals in EH
9 = medical or occupational therapist
10 = advisors, counselors, etc.
11 = camps, day care centers, etc.
12 = charity organizations, associations, etc., for the handicapped
13 = personal contact with handicapped child or children
14 = early grade school knowledge of EH class
15 = informal association only, no EH training
16 = pre-professional work in EH

EH = education for the handicapped

```
SES - TABULATION OF MAIN SOURCES OF INFORMATION ABOUT SPECIAL EDUCATION
     SIMPLE TABULATION, NO.  6

      QUESTION  15 - WHAT WERE MAIN SOURCES INFO. ABOUT SPEC. ED. - 1ST RESP

       CODE        FREQ.       (1)        (2)
       ----        -----      -----      -----
         0         66.20      11.47
         1          7.06       1.22       1.38
         2         77.33      13.40      15.14
         3         16.18       2.80       3.17
         4          3.43        .59        .67
         5         14.72       2.55       2.88
         6         87.98      15.25      17.22
         7         89.67      15.54      17.55
         8        125.41      21.73      24.55
         9         25.38       4.40       4.97
        10         30.56       5.30       5.98
        11          5.43        .94       1.06
        12         10.46       1.81       2.05
        13         15.29       2.65       2.99
        15          2.00        .35        .39
                 --------     ------     ------
       TOTAL      577.10     100.00     100.00


     COLUMN TITLES -
       (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                    (INCLUDING NON-RESPONSE CATEGORY)
       (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                    (EXCLUDING NON-RESPONSE CATEGORY)
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SES - TABULATION OF MAIN SOURCES OF INFORMATION ABOUT SPECIAL EDUCATION
     SIMPLE TABULATION, NO.  7

      QUESTION  15 - WHAT WERE MAIN SOURCES INFO. ABOUT SPEC. ED. - 2ND RESP

       CODE        FREQ.       (1)        (2)
       ----        -----      -----      -----
         0        388.47      67.31
         2         27.67       4.79      14.67
         3          2.43        .42       1.29
         4          2.00        .35       1.06
         5          4.86        .84       2.58
         6         34.53       5.98      18.31
         7         31.64       5.48      16.77
         8         42.99       7.45      22.79
         9          5.29        .92       2.80
        10         16.15       2.80       8.56
        11          5.89       1.02       3.12
        12          4.46        .77       2.36
        13          5.43        .94       2.88
        15          2.43        .42       1.29
        16          2.86        .50       1.52
                 --------     ------     ------
       TOTAL      577.10     100.00     100.00


     COLUMN TITLES -
       (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                    (INCLUDING NON-RESPONSE CATEGORY)
       (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                    (EXCLUDING NON-RESPONSE CATEGORY)
```

Codes

15. What were the main sources of your information about Education for the Handicapped prior to your decision to enter training?

0 = no response or incorrect
1 = local board of education
2 = college EH department or clinic or course related to or dealing with EH
3 = parents or relatives of handicapped children or adults
4 = handicapped relative(s) or immediate family
5 = assembly, career day, seminar, clubs, discussions, etc., of special education
6 = individuals concerned with if not professionally involved with EH field

Codes (Cont.)

7 = EH materials or media
8 = observing or conversing with students or professionals in EH
9 = medical or occupational therapist
10 = advisors, counselors, etc.
11 = camps, day care centers, etc.
12 = charity organizations, associations, etc., for the handicapped
13 = personal contact with handicapped child or children

15 = informal association only (no EH training)
16 = pre-professional work in EH

EH = education for the handicapped

```
SES - TABULATION OF SITUATION OF FIRST CONTACT WITH HANDICAPPED CHILDREN
     SIMPLE TABULATION, NO. 8

      QUESTION  19A - IN WHAT SITUATION WAS 1ST CONTACT WITH H.C. CHILDREN

        CODE      FREQ.       (1)       (2)
        ----      -----      -----     -----
          0       28.70       4.97
          1      144.98      25.12     26.44
          2       45.91       7.96      8.37
          3      155.52      26.95     28.36
          4      107.67      18.66     19.63
          5       14.06       2.44      2.56
          6        7.86       1.36      1.43
          7       61.82      10.71     11.27


               --------     ------    ------
        TOTAL    577.10     100.00    100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                       (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                       (EXCLUDING NON-RESPONSE CATEGORY)
```

<u>Codes</u>

19. What was your first contact with handicapped children? Situation:
Your relation to handicapped person: Your age:

0 = no response or incorrect
1 = home or neighborhood
2 = camp or related situation
3 = school
4 = medical or occupational therapy
5 = charity organization, association for the handicapped, etc.
6 = no contact yet
7 = college EH department or clinic, or course dealing with or related

```
SES - TABULATION OF RELATIONSHIP TO HANDICAPPED CHILDREN FIRST CONTACTED
     SIMPLE TABULATION, NO. 4

      QUESTION  19B - WHAT WAS RELATIONSHIP TO 1ST H.C. PERSON CONTACTED
        CODE       FREQ.       (1)        (2)
        ----       -----      -----      -----
          0       127.20      22.04
          1        68.23      11.82      15.17
          2        28.64       4.96       6.37
          3        54.00       9.36      12.00
          4        36.33       6.30       8.08
          5        99.48      17.24      22.11
          6        47.19       8.18      10.49
          7        98.16      17.01      21.82
          8        16.44       2.85       3.65
          9         1.43        .25        .32
                  --------    ------     ------
        TOTAL     577.10     100.00     100.00


     COLUMN TITLES -
       (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                     (INCLUDING NON-RESPONSE CATEGORY)
       (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                     (EXCLUDING NON-RESPONSE CATEGORY)
```

Codes

19. What was your first contact with handicapped children? Situation:
Your relation to handicapped person: Your age:

0 = no response or incorrect
1 = teacher or clinician
2 = immediate family
3 = student teacher
4 = secondary relatives
5 = pre-professional work in EH
6 = observing or conversing with students or professionals in EH
7 = friend and/or neighbor
8 = classmate
9 = personal handicap

EH = education for the handicapped

```
SES - TABULATION OF STUDENTS WITH PERSONAL OR FAMILY HANDICAP

     SIMPLE TABULATION, NO. 10

      QUESTION  20 - ARE YOU, OR IS A MEMBER OF YOUR FAMILY HANDICAPPED

        CODE       FREQ.      (1)        (2)
        ----       -----     -----      -----
         0         20.04      3.47
         1         74.35     12.88      13.35
         2        482.71     83.64      86.65
                 --------    ------     ------
        TOTAL     577.10    100.00     100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                      (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                      (EXCLUDING NON-RESPONSE CATEGORY)
```

<u>Codes</u>

20. Are you, or is a member of your family handicapped? Yes__ No__

0 = no response or incorrect
1 = yes
2 = no

```
SES - TABULATION OF STUDENTS RECEIVING FEDERAL AID, AND THE TYPES OF AID
     SIMPLE TABULATION, NO. 11

      QUESTION  21 - DO YOU RECEIVE FEDERAL AID, WHAT KINDS - 1ST RESPONSE

        CODE       FREQ.      (1)       (2)
        ----       -----     -----     -----
          0        41.62      7.21
          1       211.85     36.71     39.56
          2        10.89      1.89      2.03
          3        59.91     10.38     11.19
          4       134.01     23.22     25.03
          5        34.10      5.91      6.37
          6         2.43       .42       .45
          7         9.89      1.71      1.85
          8         6.00      1.04      1.12
          9         7.43      1.29      1.39
         10        32.07      5.56      5.99
         11        16.75      2.90      3.13
         12        10.15      1.76      1.90
                --------    ------    ------
        TOTAL     577.10    100.00    100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                     (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                     (EXCLUDING NON-RESPONSE CATEGORY)
```

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SES - TABULATION OF STUDENTS RECEIVING FEDERAL AID, AND THE TYPES OF AID
     SIMPLE TABULATION, NO. 12

      QUESTION  21 - DO YOU RECEIVE FEDERAL AID, WHAT KINDS - 2ND RESPONSE

        CODE       FREQ.      (1)       (2)
        ----       -----     -----     -----
          0       319.29     55.33
          1       211.85     36.71     82.17
          2        14.32      2.48      5.55
          3         4.43       .77      1.72
          4         9.29      1.61      3.60
          5         7.46      1.29      2.89
          8         1.00       .17       .39
          9         5.03       .87      1.95
         10         4.43       .77      1.72
                --------    ------    ------
        TOTAL     577.10    100.00    100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                     (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                     (EXCLUDING NON-RESPONSE CATEGORY)
```

Codes

21. Do you receive any Federal aid? Yes__ No__ Don't know__ If yes, what kinds?

0 = no response or incorrect
1 = no
2 = don't know
3 = traineeship
4 = graduate fellowship
5 = funding not defined or unknown
6 = tuition

Codes (Cont.)

7 = loan
8 = federal work-study program
9 = OEO grant(s)
10 = National Defense Student Loan
11 = USOE grant or fellowship
12 = PL 85-926 grant

```
SES - TABULATION OF WHETHER STUDENTS PLAN CONTINUOUS PRACTICE FOR FIVE YEARS
     SIMPLE TABULATION, NO. 13

      QUESTION  22A - WILL YOU REMAIN IN E.H. FOR 5 YRS. FOLLOWING TRAINING

        CODE       FREQ.       (1)        (2)
        ----       -----      -----      -----
          0        21.35       3.70
          1       319.26      55.32      57.45
          2        79.27      13.74      14.26
          3       157.22      27.24      28.29
                 --------    ------     ------
        TOTAL     577.10     100.00     100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                     (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                     (EXCLUDING NON-RESPONSE CATEGORY)
```

<u>Codes</u>

22. Do you think that you will remain in Education for the Handicapped for at least five consecutive years of practice following training? Yes__ No__ If no, do you think you would return to the field at a later time? Yes__ No__ Undecided__ Explain:

0 = no response or incorrect
1 = yes
2 = no
3 = undecided

```
SES - TABULATION OF REASONS FOR NOT PLANNING CONTINUOUS PRACTICE FOR FIVE YEARS
     SIMPLE TABULATION, NO. 14

      QUESTION  22B - WOULD YOU RETURN TO FIELD AT A LATER TIME - 1ST RESPON

        CODE        FREQ.        (1)        (2)
        ----       ------       -----      -----
          0        446.78       77.42
          1         35.87        6.22      27.52
          2         19.78        3.43      15.18
          3          2.00         .35       1.53
          4         11.75        2.04       9.02
          5         15.78        2.73      12.11
         11         13.95        2.42      10.70
         21          9.58        1.66       7.35
         22          7.86        1.36       6.03
         23          4.43         .77       3.40
         24          2.00         .35       1.53
         26          3.03         .53       2.33
         27          4.29         .74       3.29
                 --------      ------     ------
        TOTAL      577.10      100.00     100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                         (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                         (EXCLUDING NON-RESPONSE CATEGORY)
```

```
SES - TABULATION OF REASONS FOR NOT PLANNING CONTINUOUS PRACTICE FOR FIVE YEARS
     SIMPLE TABULATION, NO. 15

      QUESTION  22B - WOULD YOU RETURN TO FIELD AT A LATER TIME - 2ND RESPON

        CODE        FREQ.        (1)        (2)
        ----       ------       -----      -----
          0        569.24       98.64
          2          2.43         .42      30.92
          4          1.00         .17      12.72
          5          2.00         .35      25.45
         24          1.43         .25      18.19
         26          1.00         .17      12.72
                 --------      ------     ------
        TOTAL      577.10      100.00     100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                         (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                         (EXCLUDING NON-RESPONSE CATEGORY)
```

Codes

22. Do you think that you will remain in Education for the Handicapped for at least five consecutive years of practice following training? Yes__ No__ Undecided__ If no, do you think you would return to the field at a later time? Yes__ No__ Undecided__ Explain:

0 = no response, no explanation, or incorrect response
1 = yes, return after marriage
2 = yes, return to field after graduate work
3 = yes, return after travel
4 = yes, return after work in regular education

Codes (Cont.)

5 = yes, return after start of family
11 = no, returning to regular education, getting married, or starting family
21 = undecided, marriage
22 = undecided, with no comment
23 = undecided, work in regular education
24 = undecided, graduate work

26 = undecided, start of family
27 = undecided, other

```
SES - TAB OF AVG. SEMESTER HRS. WHEN ENTERING TRAINING - BY PL 85-926 FUNDING

     AVERAGE-PER----- TABULATION, NO.  1

      MAIN QUESTION  FUNDING FLAG - EVER FUNDED BY PL 85-926
         AVERAGED QUESTION  10 - HOW MANY COLLEGE SEMESTER HRS. WHEN ENTERED TRAINING

                M.Q.                                             A.Q.
                CODE        FREQ.       (1)        (2)         AVERAGE
                ----        -----      -----      -----        -------
No response       0         33.56       5.82          0         39.344
Yes               1         79.58      13.79      14.64         98.783
No                2        463.96      80.40      85.36        107.261
                         ---------    ------     ------
                TOTAL      577.10     100.00     100.00

      COLUMN TITLES -
        (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                         (INCLUDING NON-RESPONSE CATEGORY)
        (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                         (EXCLUDING NON-RESPONSE CATEGORY)
```

```
SES - CROSS-TAB OF RECIPIENTS OF ANY FUNDING BY SEX

     NUMERIC CROSS-TAB, NO.  1

   ROW QUESTION  1 - WHAT IS YOUR SEX

    COL. QUESTION  FUNDING FLAG - EVER FUNDED BY ANYTHING

        ---------------------- ANY FUNDING ----------------------
        ********** YES **********        ********** NO **********
CODE     FREQ.      (1)      (2)          FREQ.     (1)      (2)
----     -----     -----    -----         -----    -----    -----
  0       4.46      1.48                   8.06     3.33
  1     242.68     80.52    81.73        208.71    86.19    89.16
  2      54.25     18.00    18.27         25.38    10.48    10.84
        -------   ------   ------       -------   ------   ------
TOTAL   301.39    100.00   100.00        242.15   100.00   100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                    (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                    (EXCLUDING NON-RESPONSE CATEGORY)
```

0= blank or incorrect response
1= female
2= male

```
SES - CROSS-TAB OF PL 85-926 RECIPIENTS/NON-RECIPIENTS BY SEX

     NUMERIC CROSS-TAB, NO.  2

   ROW QUESTION  1 - WHAT IS YOUR SEX

    COL. QUESTION  FUNDING FLAG - EVER FUNDED BY PL 85-926

        ----------------------  PL FUNDING ----------------------
        ********** YES **********        ********** NO **********
CODE     FREQ.      (1)      (2)          FREQ.     (1)      (2)
----     -----     -----    -----         -----    -----    -----
  0          0         0                  12.52     2.70
  1      64.86     81.50    81.50        386.53    83.31    85.62
  2      14.72     18.50    18.50         64.91    13.49    14.38
        -------   ------   ------       -------   ------   ------
TOTAL    79.58    100.00   100.00        463.96   100.00   100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                    (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                    (EXCLUDING NON-RESPONSE CATEGORY)
```

```
SES - CROSS-TAB OF MARITAL STATUS UPON ENTERING E.H. TRAINING BY SEX

     NUMERIC CROSS-TAB, NO.  3

   ROW QUESTION  8 - WHEN ENTERING E.H. TRAINING, WHAT WAS MARITAL STATUS

    COL. QUESTION  1 - WHAT IS YOUB SEX

          --------------------------------------    SEX     ---------------------------------------
          ********** N.R. **********        ********** FEM. **********       ********** MALE **********
CODE       FREQ.     (1)      (2)            FREQ.     (1)       (2)          FREQ.     (1)      (2)
----       -----    -----    -----           -----    -----     -----         -----    -----    -----
  0         1.43    11.42                    24.81     5.20                    5.43     6.19
  1         7.06    56.39    63.66          372.50    78.11     82.40         48.59    55.41    59.07
  2         4.03    32.19    36.34           65.43    13.72     14.47         32.67    37.26    39.72
  3            0        0        0            8.29     1.74      1.83          1.00     1.14     1.22
  4            0        0        0            5.86     1.23      1.30             0        0        0
         --------   ------   ------        --------   ------    ------      --------   ------   ------
TOTAL      12.52   100.00   100.00          476.89   100.00    100.00         87.69   100.00   100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBEB OF RESPONSES
                    (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                    (EXCLUDING NON-RESPONSE CATEGORY)
```

0= blank or incorrect response
1= single
2= married
3= divorced
4= widowed

```
SES - CROSS-TAB OF ACADEMIC DEGREE HELD WHEN ENTERED E.H. TRAINING BY PL FUNDING

     NUMERIC CROSS-TAB, NO.  4

   ROW QUESTION  10B - WHAT FORMAL EDUC. DEGREE HELD WHEN ENTERED E.H. TRAIN.

    COL. QUESTION  FUNDING FLAG - EVER FUNDED BY PL 85-926

          ---------------------- PL FUNDING ------------------------
          ********** YES **********        **********  NO  **********
CODE       FREQ.     (1)      (2)            FREQ.     (1)       (2)
----       -----    -----    -----           -----    -----     -----
  0        18.35    23.06                   118.08    25.45
  1        32.36    40.66    52.65          256.19    55.22     74.07
  2         4.43     5.57     7.24           27.78     5.99      8.03
  3        21.01    26.40    34.31           55.48    11.96     16.04
  4         3.43     4.31     5.60            5.43     1.17      1.57
  6            0        0        0            1.00      .22       .29
         --------   ------   ------        --------   ------    ------
TOTAL      79.58   100.00   100.00          463.96   100.00    100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBEB OF RESPONSES
                    (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                    (EXCLUDING NON-RESPONSE CATEGORY)
```

0= blank or incorrect response
1= none
2= A.A.
3= B.A.
4= M.A.
6= Doct.

```
SES - CROSS-TAB OF IMPACT OF AVAIL. FINANCIAL AID ON DECISION TO ENTER E.M./SEX

     NUMERIC CROSS-TAB, NO.  5

   ROW QUESTION  11 - DID AMT. + KIND OF FINANCIAL AID AVAIL HELP MOTIV. YOU

    COL. QUESTION  1 - WHAT IS YOUR SEX

          ------------------------------------   SEX    --------------------------------------
          ********** N.R. **********        ********** FEM. **********        ********** MALE **********
CODE      FREQ.      (1)       (2)           FREQ.      (1)       (2)         FREQ.      (1)       (2)
----      -----     -----     -----          -----     -----     -----        -----     -----     -----
  0          0                                7.86      1.65                   1.43      1.63
  1       8.49     67.81     67.81          352.66     73.95     75.19         38.70     44.13     44.86
  2       1.00      7.99      7.99           46.34      9.72      9.88         22.24     25.36     25.78
  3       3.03     24.20     24.20           44.56      9.34      9.50         19.89     22.68     23.06
  4          0         0         0           25.47      5.34      5.43          5.43      6.19      6.29
        --------   ------    ------        --------    ------    ------      --------    ------    ------
TOTAL    12.52    100.00    100.00          476.89    100.00    100.00         87.69    100.00    100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                    (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                    (EXCLUDING NON-RESPONSE CATEGORY)
```

0= no response
1= not at all
2= very little
3= moderately
4= very much

```
SES - CROSS-TAB OF IMPACT OF FINANCIAL AID ON DECISION TO ENTER E.M. BY SES TYPE

     NUMERIC CROSS-TAB, NO.  6

   ROW QUESTION  11 - DID AMT. + KIND OF FINANCIAL AID AVAIL HELP MOTIV. YOU

    COL. QUESTION    - TYPE OF SES RESPONDING

          ------------------------------------   SES TYPE  --------------------------------------
          ********** R/F  **********        ********** NR/F **********        ********** NF  **********
CODE      FREQ.      (1)       (2)           FREQ.      (1)       (2)         FREQ.      (1)       (2)
----      -----     -----     -----          -----     -----     -----        -----     -----     -----
  0       1.43       .72                      3.43      1.49                   4.43      2.96
  1     104.47     52.94     53.33          186.27     80.97     82.19        109.11     72.89     75.11
  2      35.22     17.85     17.96           14.58      6.34      6.43         19.78     13.21     13.62
  3      31.61     16.02     16.13           20.92      9.09      9.23         14.95      9.99     10.29
  4      24.61     12.47     12.55            4.86      2.11      2.14          1.43       .96       .98
        --------   ------    ------        --------    ------    ------      --------    ------    ------
TOTAL   197.34    100.00    100.00          230.06    100.00    100.00        149.70    100.00    100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                    (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                    (EXCLUDING NON-RESPONSE CATEGORY)
```

```
SES - CROSS-TAB OF DISTANCE TRAVELED TO UNIV. FOR SP. ED. TRAIN./ PL FUND STATUS

     NUMERIC CROSS-TAB, NO.  7

   ROW QUESTION  12 - MILES FROM HOME TO UNIV. ATTENDED FOR SPEC. ED. TRAIN.

    COL. QUESTION  FUNDING FLAG - EVER FUNDED BY PL 85-926

          ---------------------- PL FUNDING ----------------------
          ********** YES **********        ********** NO **********
CODE      FREQ.      (1)      (2)          FREQ.      (1)      (2)
----      -----     -----    -----         -----     -----    -----
 0            0        0                    6.29      1.36
 1        27.36    34.38    34.38          70.12     15.11    15.32
 2        16.43    20.65    20.65         126.14     27.19    27.56
 3        31.93    40.12    40.12         239.17     51.55    52.26
 4         3.86     4.85     4.85          12.35      2.66     2.70
 5            0        0        0           9.89      2.13     2.16
       --------   ------   ------       --------    ------   ------
TOTAL     79.58   100.00   100.00         463.96    100.00   100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                    (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                    (EXCLUDING NON-RESPONSE CATEGORY)
```

0= blank, no response, error
1= 1-10
2= 10-50
3= 50-500
4= 500-1000
5= over 1000

```
SES - CROSS-TAB OF DISTANCE TRAVELED TO UNIV. FOR SP. ED. TRAINING BY SES TYPE

     NUMERIC CROSS-TAB, NO.  8

   ROW QUESTION  12 - MILES FROM HOME TO UNIV. ATTENDED FOR SPEC. ED. TRAIN.

    COL. QUESTION    - TYPE OF SES RESPONDING

          ------------------------------------- SES TYPE -------------------------------------
          ********** R/F **********      ********** NR/F **********      ********** NF **********
CODE      FREQ.      (1)      (2)        FREQ.      (1)      (2)         FREQ.      (1)      (2)
----      -----     -----    -----       -----     -----    -----        -----     -----    -----
 0         1.43      .72                  2.43      1.06                  4.86      3.25
 1        37.62    19.06    19.20        35.53     15.44    15.61        29.79     19.90    20.57
 2        62.65    31.75    31.98        53.54     23.27    23.52        37.27     24.90    25.73
 3        88.75    44.97    45.32       123.78     53.80    54.38        69.89     46.69    48.25
 4         4.86     2.46     2.46         6.89      2.99     3.03         4.46      2.98     3.08
 5         2.00     1.01     1.02         7.89      3.43     3.47         3.43      2.29     2.37
       --------   ------   ------     --------    ------   ------     --------    ------   ------
TOTAL    197.34   100.00   100.00       230.06    100.00   100.00       149.76    100.00   100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                    (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                    (EXCLUDING NON-RESPONSE CATEGORY)
```

```
SES - CROSS-TAB SHOWING IMPACT OF DRAFT ON DECISION OF MALES TO ENTER SPEC. ED.
     NUMERIC CROSS-TAB, NO.  9  (Female responses have been deleted)

   ROW QUESTION  13 - WHEN ENTERED E.M. THINK IT WOULD IMPROVE DRAFT STATUS

    COL. QUESTION  1 - WHAT IS YOUR SEX

          -----------------------------
          ********** MALE **********
CODE      FREQ.      (1)       (2)
----      -----      -----     -----
  0        3.86      4.40
  1        5.00      5.70      5.96
  2       50.22     57.27     59.91
  3       28.61     32.63     34.13
         --------   ------    ------
TOTAL     87.69    100.00    100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                   (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                   (EXCLUDING NON-RESPONSE CATEGORY)
```

0= blank or incorrect
1= yes
2= no
3= not applicable

```
SES - CROSS-TAB OF QUALITY OF TRAINING EVALUATIONS GIVEN BY EACH SES TYPE
     NUMERIC CROSS-TAB, NO. 10

   ROW QUESTION  16 - HOW EVALUATE QUALITY OF E.M. TRAINING THUS FAR

    COL. QUESTION    - TYPE OF SES RESPONDING

          ----------------------------------  SES TYPE  ---------------------------------------
          ********** H/F  **********        ********** NR/F **********       ********** NF  **********
CODE      FREQ.       (1)       (2)         FREQ.      (1)       (2)         FREQ.      (1)       (2)
----      -----      -----     -----        -----     -----     -----        -----     -----     -----
  0        2.43      1.23                   11.92      5.18                     0         0
  1       78.32     39.69     40.18         61.78     26.85     28.32        35.56     23.75     23.75
  2       96.27     49.8[illegible]     50.42        122.26     53.14     56.05        83.90     56.05     56.05
  3       17.32      8.78      8.89         27.64     12.01     12.67        24.78     16.55     16.55
  4        1.00       .51       .51          6.46      2.61      2.96         5.46      3.65      3.65
         --------   ------    ------      --------   ------    ------     --------   ------    ------
TOTAL    197.34    100.00    100.00        230.06    100.00    100.00       149.70    100.00    100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                   (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                   (EXCLUDING NON-RESPONSE CATEGORY)
```

0= no response or blank
1= excellent
2= good
3= fair
4= poor

```
SES - CROSS-TAB OF PRESENT AREA OF SPEC. ED. SPECIALIZATON BY PL FUNDING STATUS

    NUMERIC CROSS-TAB, NO. 11

  ROW QUESTION  17 - WHAT IS PRESENT AREA OF E.H. SPECIALIZATION - 1ST RESP.

   COL. QUESTION  FUNDING FLAG - EVER FUNDED BY PL 85-926

        ---------------------- PL FUNDING -----------------------
        ********** YES **********       ********** NO  **********
CODE     FREQ.      (1)      (2)          FREQ.     (1)      (2)
----     -----     -----    -----         -----    -----    -----
  0          0        0                    7.89    1.70
  1       1.43     1.80     1.80           2.00     .43      .44
  2       2.00     2.51     2.51          17.38    3.75     3.81
  3      13.32    16.74    16.74         158.43   34.15    34.74
  4      35.19    44.22    44.22         169.50   36.53    37.17
  5      16.35    20.55    20.55          52.45   11.30    11.50
  6       6.86     8.62     8.62          28.93    6.24     6.34
  7       3.00     3.77     3.77          18.95    4.08     4.16
  8       1.43     1.80     1.80           3.00     .65      .66
  9          0        0        0           2.00     .43      .44
 10          0        0        0           3.43     .74      .75
      --------   ------   ------       --------   ------   ------
TOTAL    79.58   100.00   100.00         463.96   100.00   100.00

   COLUMN TITLES -
     (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                     (INCLUDING NON-RESPONSE CATEGORY)
     (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                     (EXCLUDING NON-RESPONSE CATEGORY)
```

0= no response or incorrect
1= A
2= VH
3= SH
4= MR
5= LD
6= ED
7= D
8= C
9= IR
10= MH

```
SES - CROSS-TAB OF PRESENT AREA OF SPEC. ED. SPECIALIZATION BY PL FUNDING STATUS

    NUMERIC CROSS-TAB, NO. 12

  ROW QUESTION  17 - WHAT IS PRESENT AREA OF E.H. SPECIALIZATION - 2ND RESP.

   COL. QUESTION  FUNDING FLAG - EVER FUNDED BY PL 85-926

        ---------------------- PL FUNDING -----------------------
        ********** YES **********       ********** NO  **********
CODE     FREQ.      (1)      (2)          FREQ.     (1)      (2)
----     -----     -----    -----         -----    -----    -----
  0      67.26    84.52                  429.29   92.53
  3          0        0        0           1.00     .22     2.88
  4       2.86     3.59    23.21           5.86    1.26    16.90
  5       3.43     4.31    27.84           9.92    2.14    28.61
  6       2.00     2.51    16.23           5.43    1.17    15.66
  7       4.03     5.06    32.71           5.46    1.18    15.75
  8          0        0        0           3.00     .65     8.65
  9          0        0        0           2.00     .43     5.77
 10          0        0        0           2.00     .43     5.77
      --------   ------   ------       --------   ------   ------
TOTAL    79.58   100.00   100.00         463.96   100.00   100.00

   COLUMN TITLES -
     (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                     (INCLUDING NON-RESPONSE CATEGORY)
     (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                     (EXCLUDING NON-RESPONSE CATEGORY)
```

```
SES - CROSS-TAB OF THOSE PLANNING TO REMAIN IN E.H. FOR 5 YEARS BY SES TYPE
     NUMERIC CROSS-TAB, NO. 13

   ROW QUESTION  22A - THINK WILL REMAIN IN E.H. FOR AT LEAST 5 YEARS

    COL. QUESTION   - TYPE OF SES RESPONDING

        ------------------------------------- SES TYPE  -------------------------------------
        ********** R/F  **********         ********** NR/F **********         ********** NF   **********
CODE     FREQ.       (1)       (2)           FREQ.      (1)        (2)            FREQ.     (1)        (2)
----     -----      -----     -----          -----     -----      -----           -----    -----      -----
 0       10.29       5.21                     8.06      3.50                       3.00     2.00
 1      129.37      65.56     69.16         115.14     50.05      51.86           74.75    49.93      50.95
 2       23.61      11.96     12.62          35.42     15.40      15.95           20.24    13.52      13.80
 3       34.07      17.26     18.21          71.44     31.05      32.18           51.71    34.54      35.25
        -------     ------    ------        -------    ------     ------         -------   ------     ------
TOTAL   197.34     100.00    100.00         230.06    100.00     100.00          149.70   100.00     100.00

    COLUMN TITLES -
     (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                   (INCLUDING NON-RESPONSE CATEGORY)
     (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                   (EXCLUDING NON-RESPONSE CATEGORY)
```

0= blank or incorrect
1= yes
2= no
3= undecided

```
SES - CROSS-TAB OF PRESENT AGE BY SEX

     RANGE CROSS-TAB, NO.  1

   ROW QUESTION  2 - WHAT IS YOUR PRESENT AGE

    COL: QUESTION  1 - WHAT IS YOUR SEX

            ---------------------------------------  SEX  ----------------------------------------
  AGE       ********** N.R. **********      ********** FEM. **********      ********** MALE **********
  RANGE       FREQ.      (1)      (2)         FREQ.     (1)      (2)         FREQ.     (1)      (2)
 -------      -----     -----    -----        -----    -----    -----        -----    -----    -----
NO RESP.         0        0                      0        0                     0        0
  18-   19       0        0        0          55.32    11.64    11.64         3.00     3.42     3.42
  20-   21    6.06    48.40    48.40         203.59    42.82    42.82        27.84    31.75    31.75
  22-   25    3.43    27.40    27.40         145.58    30.62    30.62        26.81    30.57    30.57
  26-   30       0        0        0          26.18     5.51     5.51        10.89    12.42    12.42
  31-   35       0        0        0          15.89     3.34     3.34         6.43     7.33     7.33
  36-   40       0        0        0          11.32     2.38     2.38         2.86     3.26     3.26
  41-   45    3.03    24.20    24.20           6.86     1.44     1.44         5.86     6.68     6.68
  46-   55       0        0        0          10.72     2.25     2.25         4.00     4.56     4.56
OUT-RANGE        0        0                      0        0                     0        0
            --------   ------   ------      --------   ------   ------      --------   ------   ------
 TOTAL       12.52   100.00   100.00         475.46   100.00   100.00        87.69   100.00   100.00

     COLUMN TITLES -
       (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                     (INCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
       (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                     (EXCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)

SES - CROSS-TAB OF AGE WHEN ENTERED TEACHER TRAINING BY PL 85-926 FUNDING STATUS

     RANGE CROSS-TAB, NO.  2
   ROW QUESTION  5 - AT WHAT AGE DID YOU FIRST ENTER TEACHER TRAINING

    COL: QUESTION  FUNDING FLAG - EVER FUNDED BY PL 85-926
            ------------------------- PL FUNDING -------------------------
  AGE       ********** YES **********      ********** 0 **********
  RANGE       FREQ.      (1)      (2)         FREQ.     (1)      (2)
 -------      -----     -----    -----        -----    -----    -----
NO RESP.         0        0                      0        0
  10-   15       0        0        0           1.43      .31      .33
  16-   17    7.46     9.37     9.55          34.10     7.37     7.91
  18-   19   35.79    44.97    45.80         260.78    56.33    60.50
  20-   21   14.32    17.99    18.32          79.15    17.10    18.36
  22-   25    7.43     9.34     9.51          32.99     7.13     7.65
  26-   30    3.00     3.77     3.84           9.29     2.01     2.16
  31-   35    2.86     3.59     3.66           4.43      .96     1.03
  36-   40    2.86     3.59     3.66           4.86     1.05     1.13
  41-   45       0        0        0           4.00      .86      .93
  46-   55    4.43     5.57     5.67              0        0        0
OUT-RANGE     1.43     1.80                   31.93     6.90
            --------   ------   ------      --------   ------   ------
 TOTAL       79.58   100.00   100.00         462.96   100.00   100.00

     COLUMN TITLES -
       (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                     (INCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
       (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                     (EXCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
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SES - CROSS-TAB OF AGE WHEN DECIDED TO ENTER E.H. TRAINING BY PL FUNDING STATUS

     RANGE CROSS-TAB, NO.  3

   ROW QUESTION  6 - AT WHAT AGE DID YOU DECIDE TO ENTER SPECIAL ED. TRAINING

    COL. QUESTION  FUNDING FLAG - EVER FUNDED BY PL 85-926

                    ----------------------- PL FUNDING -----------------------
   AGE             ********** YES  **********         ********** NO    **********
  RANGE              FREQ.       (1)        (2)           FREQ.      (1)        (2)
  -------            -----      -----      -----          -----     -----      -----
 NO RESP.               0          0                         0         0
   10-    15            0          0          0          10.49      2.26       2.30
   16-    17         6.29       8.05       8.05          84.87     18.29      18.58
   18-    19        32.53      41.63      41.63         211.03     45.50      46.22
   20-    21         9.46      12.10      12.10          70.17     15.12      15.37
   22-    25        13.29      17.01      17.01          27.67      5.96       6.06
   26-    30         6.43       8.23       8.23          21.32      4.60       4.67
   31-    35         2.86       3.66       3.66          12.32      2.66       2.70
   36-    40         4.29       5.49       5.49           7.89      1.70       1.73
   41-    45            0          0          0           6.00      1.29       1.31
   46-    55         3.00       3.84       3.84           4.86      1.05       1.06
 OUT-RANGE              0          0                      7.29      1.57
                 --------     ------     ------       --------    ------     ------
  TOTAL             75.15     100.00     100.00         463.96    100.00     100.00

      COLUMN  TITLES -
        (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                         (INCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
        (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                         (EXCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
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SES - CROSS-TAB OF AGE WHEN FIRST ENTERED E.H. TRAINING BY PL FUNDING STATUS

     RANGE CROSS-TAB, NO.  4

   ROW QUESTION  7 - AT WHAT AGE DID YOU FIRST ENTER SPECIAL EDUC. TRAINING

    COL. QUESTION  FUNDING FLAG - EVER FUNDED BY PL 85-926

                 ----------------------- PL FUNDING ------------------------
   AGE           ********** YES **********      ********** NO  **********
  RANGE             FREQ.      (1)        (2)         FREQ.     (1)        (2)
 -------            -----     -----      -----        -----    -----      -----
NO RESP.              0         0                       0        0
  16-   17          1.43      1.83       1.83       16.75     3.62       3.72
  18-   19         30.10     38.52      38.52      232.06    50.13      51.57
  20-   21         16.75     21.43      21.43      113.22    24.46      25.16
  22-   25         11.29     14.45      14.45       34.10     7.37       7.58
  26-   30          7.43      9.51       9.51       22.75     4.91       5.06
  31-   35          3.86      4.94       4.94       10.89     2.35       2.42
  36-   40          4.29      5.49       5.49        6.46     1.40       1.44
  41-   45            0         0          0          8.86     1.91       1.97
  46-   55          3.00      3.84       3.84        4.86     1.05       1.08
OUT-RANGE             0         0                     13.01     2.81
               --------    ------     ------     --------   ------     ------
 TOTAL            78.15    100.00     100.00       462.96   100.00     100.00

     COLUMN TITLES -
       (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                      (INCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
       (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                      (EXCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
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SES - CROSS-TAB OF AGE WHEN FIRST ENTERED E.H. TRAINING BY SEX

     RANGE CROSS-TAB, NO.  5

  ROW QUESTION  7 - AT WHAT AGE DID YOU FIRST ENTER SPECIAL EDUC. TRAINING

   COL. QUESTION  1 - WHAT IS YOUR SEX

               ------------------------------------------   SEX    -----------------------------------------
   AGE         *********** N.R. ***********      *********** FEM. ***********      *********** MALE ***********
  RANGE          FREQ.     (1)      (2)            FREQ.     (1)      (2)            FREQ.     (1)      (2)
 --------        -----    -----    -----           -----    -----    -----           -----    -----    -----
NO RESP.              0        0                        0        0                        0        0
  16-    17           0        0        0           20.01     4.22     4.36            4.03     4.60     4.84
  18-    19        8.49    67.81    67.81          241.84    50.97    52.69           24.18    27.57    29.05
  20-    21           0        0        0          117.91    24.85    25.69           14.49    16.52    17.41
  22-    25           0        0        0           32.90     6.93     7.17           12.49    14.24    15.01
  26-    30        1.00     7.99     7.99           17.46     3.68     3.80           14.75    16.82    17.72
  31-    35           0        0        0           10.89     2.30     2.37            5.86     6.68     7.04
  36-    40        3.03    24.20    24.20            7.72     1.63     1.68               0        0        0
  41-    45           0        0        0            3.43      .72      .75            5.43     6.19     6.52
  46-    55           0        0        0            6.86     1.45     1.49            2.00     2.28     2.40
OUT-RANGE             0        0                    15.44     3.25                     4.46     5.09
              ---------   ------   ------       ---------   ------   ------       ---------   ------   ------
 TOTAL            12.52   100.00   100.00          474.46   100.00   100.00           87.69   100.00   100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                      (INCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONS.S
                      (EXCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
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SES - CROSS-TAB OF COLLEGE SEMESTER HRS. COMPLETED WHEN ENTERED E.H. TRAIN./SEX

     RANGE CROSS-TAB, NO.  6

   ROW QUESTION  10A - HOW MANY COLLEGE SEMESTER HRS. WHEN ENTERED E.M. TRAIN

    COL. QUESTION  1 - WHAT IS YOUR SEX

              ------------------------------------------      SEX      -----------------------------------------
              *********** N.R. ***********        *********** FEM. ***********      *********** MALE ***********
  RANGE          FREQ.      (1)       (2)             FREQ.     (1)       (2)           FREQ.      (1)       (2)
 --------        -----     -----     -----            -----    -----     -----          -----     -----     -----
NO RESP.             0         0                          0        0                        0         0
   0-   15        8.06    100.00    100.00           324.10    84.85     84.85          53.45     83.63     83.63
  16-   30           0         0         0             8.29     2.17      2.17              0         0         0
  31-   45           0         0         0            14.15     3.70      3.70           1.00      1.56      1.56
  46-   65           0         0         0            17.72     4.64      4.64           4.43      6.93      6.93
  66-  120           0         0         0            15.72     4.12      4.12           5.03      7.87      7.87
 120-  999           0         0         0             2.00      .52       .52              0         0         0
OUT-RANGE            0         0                          0        0                        0         0
              --------    ------    ------         --------   ------    ------       --------    ------    ------
 TOTAL            8.06    100.00    100.00           381.98   100.00    100.00          63.91    100.00    100.00

      COLUMN TITLES -
        (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                      (INCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
        (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                      (EXCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
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SED - MOST IMPORTANT THINGS CAUSING FIRST CONSIDERATION OF SPECIAL ED. AS FIELD
     SIMPLE TABULATION, NO.  1

      QUESTION  4 - WHAT MOST IMP. THING CAUSED 1ST CONSID. E.H. - 1ST RESP.

        CODE        FREQ.       (1)        (2)
        ----        -----      -----      -----
          0         34.05       9.23
          1         21.43       5.81       6.40
          2          7.81       2.12       2.33
          3         20.13       5.45       6.01
          4          8.35       2.26       2.49
          5         48.91      13.25      14.60
          6          7.44       2.02       2.22
          7         16.39       4.44       4.89
          8          5.37       1.45       1.60
         10         28.48       7.72       8.50
         11          3.37        .91       1.01
         12          4.21       1.14       1.26
         13         63.38      17.17      18.92
         14         34.27       9.28      10.23
         15          8.11       2.20       2.42
         17          5.14       1.39       1.53
         19         25.43       6.89       7.59
         20         21.32       5.78       6.36
         21          5.51       1.49       1.64
                 ---------    ------     ------
       TOTAL       369.10     100.00     100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                        (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                        (EXCLUDING NON-RESPONSE CATEGORY)
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SED - MOST IMPORTANT THINGS CAUSING FIRST CONSIDERATION OF SPECIAL ED. AS FIELD
     SIMPLE TABULATION, NO.  2

      QUESTION  4 - WHAT MOST IMP. THING CAUSED 1ST CONSID. E.H. - 2ND RESP.

        CODE        FREQ.       (1)        (2)
        ----        -----      -----      -----
          0        315.04      85.35
          1          2.07        .56       3.83
          3          3.37        .91       6.23
          5          3.14        .85       5.81
          6          3.37        .91       6.23
          7          4.14       1.12       7.66
          8          2.07        .56       3.83
         10          7.14       1.93      13.21
         13         16.55       4.48      30.61
         14          5.00       1.35       9.25
         17          1.07        .29       1.98
         19          4.14       1.12       7.66
         20          1.00        .27       1.85
         21          1.00        .27       1.85
                 ---------    ------     ------
       TOTAL       369.10     100.00     100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                        (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                        (EXCLUDING NON-RESPONSE CATEGORY)
```

<u>Codes</u>

4. What was the most important thing that caused you to <u>first</u> seriously consider Education for the Handicapped as your field?

0 = no response or incorrect
1 = social relevancy
2 = handicapped friend or neighbor
3 = handicapped relative or member of immediate family
4 = newness or challenge of field
5 = observing and/or conversing with students or professionals in EH
6 = pre-professional work in EH
7 = college EH department, clinic, or course dealing with EH
8 = medical or occupational therapy experience

EH = education for the handicapped

<u>Codes</u> (Cont.)

10 = need for trained EH teachers
11 = personal handicap
12 = salary potential
13 = personal contact with handicapped child or children
14 = personal desire to work with handicapped
15 = individuals concerned with, if not professionally involved with EH field

17 = EH literature and mass media

19 = interest in field
20 = original interest in related fields
21 = camp, day care centers, etc.

```
SED - TAB OF STUDENT DROPOUTS EXPERIENCED WITH THE HANDICAPPED BEFORE TRAINING

     SIMPLE TABULATION, NO.  3

      QUESTION  9 - WHAT WAS SITUATION OF PRIOR EXPERIENCE WITH HANDICAPPED

        CODE        FREQ.       (1)         (2)
        ----        -----       -----       -----
          0        184.37      49.95
          1         59.95      16.24       32.45
          2         32.41       8.78       17.54
          3         52.46      14.21       28.40
          4         21.69       5.88       11.74
          5         15.22       4.12        8.24
          7          3.00        .81        1.62
                  --------    ------      ------
        TOTAL      369.10     100.00      100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                    (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                    (EXCLUDING NON-RESPONSE CATEGORY)
```

<u>Codes</u>

9. When you entered training in Education for the Handicapped, what prior experience did you have with handicapped children? (If none, check here __) Situation (e.g., Home, camp):

0 = no response or incorrect
1 = home or neighborhood
2 = camp or related situation
3 = school
4 = medical or occupational therapy
5 = charity organization, association for the handicapped, etc.

7 = college EH department or clinic or course dealing with or related to EH

EH = education for the handicapped

```
SED - TABULATION OF FIRST SOURCE OF INFORMATION ABOUT SPECIAL EDUCATION

     SIMPLE TABULATION, NO.  4

      QUESTION  14 - WHAT WAS 1ST SOURCE OF INFO. ABOUT SPEC. ED. - 1ST RESP

        CODE       FREQ.       (1)        (2)
        ----       -----      -----      -----
          0        20.29       5.50
          1         3.37        .91        .97
          2        85.96      23.29      24.64
          3         8.58       2.32       2.46
          4         3.44        .93        .99
          5        11.48       3.11       3.29
          6        34.31       9.30       9.84
          7        37.08      10.05      10.63
          8        78.07      21.15      22.38
          9        11.58       3.14       3.32
         10        36.79       9.97      10.55
         11         6.37       1.73       1.83
         12         6.81       1.85       1.95
         13         4.00       1.08       1.15
         14         1.00        .27        .29
         15         1.07        .29        .31
         16         1.07        .29        .31
         17        17.83       4.83       5.11
                --------     ------     ------
        TOTAL     369.10     100.00     100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                     (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                     (EXCLUDING NON-RESPONSE CATEGORY)
```

```
SED - TABULATION OF FIRST SOURCE OF INFORMATION ABOUT SPECIAL EDUCATION

     SIMPLE TABULATION, NO.  5

      QUESTION  14 - WHAT WAS 1ST SOURCE OF INFO. ABOUT SPEC. ED. - 2ND RESP

        CODE       FREQ.       (1)        (2)
        ----       -----      -----      -----
          0       323.61      87.68
          2         6.51       1.76      14.31
          6         2.37        .64       5.21
          7         9.81       2.66      21.57
          8        17.92       4.86      39.39
          9         1.07        .29       2.35
         10         3.37        .91       7.41
         12         1.07        .29       2.35
         13         3.37        .91       7.41
                --------     ------     ------
        TOTAL     369.10     100.00     100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                     (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                     (EXCLUDING NON-RESPONSE CATEGORY)
```

Codes

14. What was your first source of information about Education for the Handicapped?

0 = no response or incorrect
1 = local board of education
2 = college EH department or clinic or course related to or dealing with EH
3 = parents or relatives of handicapped children or adults
4 = handicapped relative(s) or immediate family
5 = assembly, career day, seminar, clubs, discussions, etc., of special education
6 = individuals concerned with if not professionally involved with EH field

EH = education for the handicapped

Codes (Cont.)

7 = EH literature and mass media
8 = observing or conversing with students or professionals in EH
9 = medical or occupational therapist
10 = advisors, counselors, etc.
11 = camps, day care centers, etc.
12 = charity organizations, associations, etc., for the handicapped
13 = personal contact with handicapped child or children
14 = early grade school knowledge of EH class
15 = taught in EH capacity without formal training
16 = pre-professional work in EH
17 = other

```
SED - TABULATION OF MAIN SOURCES OF INFORMATION ABOUT SPECIAL EDUCATION

     SIMPLE TABULATION, NO.  6

      QUESTION  15 - WHAT WERE MAIN SOURCES INFO. ABOUT SPEC. ED. - 1ST RESP

       CODE        FREQ.       (1)        (2)
       ----        -----      -----      -----
         0         54.67      14.81
         2         49.47      13.40      15.73
         4          4.37       1.18       1.39
         5          2.37        .64        .75
         6         27.34       7.41       8.70
         7         76.73      20.79      24.40
         8         80.14      21.71      25.49
         9          7.58       2.05       2.41
        10         27.10       7.34       8.62
        11          4.37       1.18       1.39
        12          7.11       1.93       2.26
        13         14.39       3.90       4.58
        15          1.07        .29        .34
        17         12.39       3.36       3.94
                 ---------    ------     ------
       TOTAL      369.10     100.00     100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                       (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                       (EXCLUDING NON-RESPONSE CATEGORY)
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SED - TABULATION OF MAIN SOURCES OF INFORMATION ABOUT SPECIAL EDUCATION

     SIMPLE TABULATION, NO.  7

      QUESTION  15 - WHAT WERE MAIN SOURCES INFO. ABOUT SPEC. ED. - 2ND RESP

       CODE        FREQ.       (1)        (2)
       ----        -----      -----      -----
         0        268.07      72.63
         2         16.76       4.54      16.59
         3          2.07        .56       2.05
         6         19.85       5.38      19.65
         7         20.06       5.43      19.86
         8         28.64       7.76      28.35
        10          7.51       2.03       7.43
        11          1.00        .27        .99
        12          3.07        .83       3.04
        13          1.00        .27        .99
        14          1.07        .29       1.06
                 ---------    ------     ------
       TOTAL      369.10     100.00     100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                       (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                       (EXCLUDING NON-RESPONSE CATEGORY)
```

<u>Codes</u>

15. What were the **main sources** of your information about Education for the Handicapped **prior** to your decision to enter training?

0 = no response or incorrect

2 = college EH department or clinic or course related to or dealing with EH

4 = handicapped relative(s) or immediate family
5 = assembly, career day, seminar, clubs, discussions, etc., of special education
6 = individuals concerned with if not professionally involved with EH field

EH = education for the handicapped

<u>Codes</u> (Cont.)

7 = EH literature and mass media
8 = observing or conversing with students or professionals in EH
9 = medical or occupational therapists
10 = advisors, counselors, etc.
11 = camps, day care centers, etc.
12 = charity organizations, associations, etc., for the handicapped
13 = personal contact with handicapped child or children

15 = taught in EH capacity without formal training

17 = other

```
SED - TABULATION OF CURRENT MAJOR OR JOB SPECIALITY FOR STUDENT DROPOUTS

     SIMPLE TABULATION, NO. 8

      QUESTION 18   - WHAT IS YOUR CURRENT MAJOR OR JOB SPECIALITY - 1ST RESP

        CODE        FREQ.       (1)         (2)
        ----        -----      -----       -----
          0         17.99       4.87
          1         88.50      23.98       25.21
          2          2.00        .54         .57
          3          3.00        .81         .85
          4         28.10       7.61        8.00
          5          4.07       1.10        1.16
          6          6.07       1.64        1.73
          7         96.23      26.07       27.41
          8          2.00        .54         .57
          9          4.37       1.18        1.24
         10          7.81       2.12        2.22
         11          3.07        .83         .87
         12          6.81       1.85        1.94
         13          3.14        .85         .89
         14         55.98      15.17       15.94
         15         39.96      10.83       11.38
                 --------     ------      ------
        TOTAL      369.10     100.00      100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                      (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                      (EXCLUDING NON-RESPONSE CATEGORY)
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SED - TABULATION OF CURRENT MAJOR OR JOB SPECIALITY FOR STUDENT DROPOUTS

     SIMPLE TABULATION, NO. 9

      QUESTION  18 - WHAT IS YOUR CURRENT MAJOR OR JOB SPECIALITY - 2ND RESP

        CODE        FREQ.       (1)         (2)
        ----        -----      -----       -----
          0        361.59      97.97
          2          1.00        .27       13.32
          5          1.00        .27       13.32
          6          1.07        .29       14.25
          7          2.37        .64       31.56
         14          1.00        .27       13.32
         15          1.07        .29       14.25
                 --------     ------      ------
        TOTAL      369.10     100.00      100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                      (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                      (EXCLUDING NON-RESPONSE CATEGORY)
```

Codes

18. What is your current major or job speciality?

0 = blank or incorrect title
1 = regular education
2 = military
3 = medical profession
4 = business or secretarial
5 = marriage
6 = start of family
7 = education for the handicapped

EH = education for the handicapped

Codes (Cont.)

8 = undefined
9 = unemployed
10 = fine arts (drama, art, music, etc.)
11 = linguistics
12 = social science field
13 = instructor in state training school or institution not specified as EH oriented
14 = other related field
15 = other non-related field

```
SED - TABULATION OF SITUATION OF FIRST CONTACT WITH HANDICAPPED CHILDREN

     SIMPLE TABULATION, NO. 10

      QUESTION  19A - IN WHAT SITUATION WAS 1ST CONTACT WITH H.C. CHILDREN

        CODE      FREQ.      (1)       (2)
        ----      -----     -----     -----
          0       60.08     16.28
          1       89.85     24.34     29.08
          2       34.89      9.45     11.29
          3      101.26     27.43     32.77
          4       39.13     10.60     12.66
          5       16.92      4.58      5.48
          7       26.97      7.31      8.73
               ---------    ------    ------
        TOTAL    369.10    100.00    100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                        (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                        (EXCLUDING NON-RESPONSE CATEGORY)
```

Codes

19A. What was your first contact with handicapped children? Situation:

0 = no response or incorrect
1 = home or neighborhood
2 = camp or related situation
3 = school
4 = medical or vocational institution
5 = charity organizations, associations, etc., for the handicapped

7 = college EH department or clinic, or course dealing with or related to EH

EH = education for the handicapped

```
SED - TABULATION OF RELATIONSHIP TO HANDICAPPED CHILDREN FIRST CONTACTED

     SIMPLE TABULATION, NO. 11

      QUESTION  19B - WHAT WAS RELATIONSHIP TO 1ST H.C. PERSON CONTACTED

        CODE      FREQ.      (1)       (2)
        ----      -----     -----     -----
          0      112.25     30.41
          1       37.05     10.04     14.42
          2       28.50      7.72     11.10
          3       18.53      5.02      7.21
          4       22.13      6.00      8.62
          5       71.50     19.37     27.84
          6       30.55      8.28     11.89
          7       37.78     10.24     14.71
          8        7.44      2.02      2.90
          9        3.37       .91      1.31
               ---------    ------    ------
        TOTAL    369.10    100.00    100.00

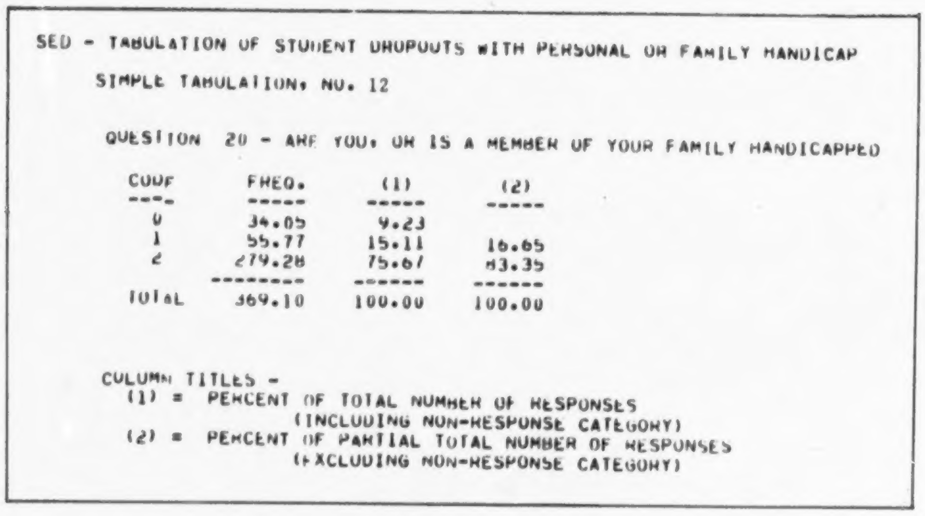

      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                        (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                        (EXCLUDING NON-RESPONSE CATEGORY)
```

Codes

19B. What was your first contact with handicapped children?
Your relationship to handicapped person:

0 = blank or no response
1 = teacher or clinician
2 = immediate family
3 = student teacher
4 = secondary relatives
5 = pre-professional work in EH
6 = observing or conversing with students or professionals in EH
7 = friend and/or neighbor
8 = classmate
9 = personal handicap

EH = education for the handicapped



```
SED - TABULATION OF STUDENT DROPOUTS WITH PERSONAL OR FAMILY HANDICAP

     SIMPLE TABULATION, NO. 12

      QUESTION  20 - ARE YOU, OR IS A MEMBER OF YOUR FAMILY HANDICAPPED

        CODE       FREQ.       (1)        (2)
        ----       -----      -----      -----
          0        34.05       9.23
          1        55.77      15.11      16.65
          2       279.28      75.67      83.35
                 --------    ------     ------
        TOTAL     369.10     100.00     100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                      (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                      (EXCLUDING NON-RESPONSE CATEGORY)
```

<u>Codes</u>

20. Are you, or any member of your family handicapped? Yes__ No__

0 = no response or incorrect
1 = yes
2 = no

```
SED - TABULATION OF WHAT 1ST CAUSED SED TO CONSIDER LEAVING SPECIAL EDUCATION

     SIMPLE TABULATION, NO. 13

      QUESTION  22 - WHAT 1ST CAUSED CONSIDERATION TO LEAVE TRAIN.- 1ST RESP

        CODE       FREQ.      (1)       (2)
        ----       -----     -----     -----
          0        37.40     10.13
          1        17.39      4.71      5.24
          2         4.21      1.14      1.27
          3         5.74      1.56      1.73
          4        23.43      6.35      7.06
          5        20.06      5.43      6.05
          6         1.00       .27       .30
          7        20.60      5.58      6.21
          8         3.37       .91      1.02
         10        32.31      8.75      9.74
         11        16.69      4.52      5.03
         12         1.07       .29       .32
         13         2.07       .56       .62
         14         7.74      2.10      2.33
         15        34.68      9.40     10.46
         16         1.07       .29       .32
         17         7.95      2.15      2.40
         18        36.73      9.95     11.07
         19        46.05     12.48     13.88
         20        39.59     10.73     11.94
         21         9.95      2.70      3.00

                 ---------   ------    ------
      TOTAL       369.10    100.00    100.00


     COLUMN TITLES -
       (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                     (INCLUDING NON-RESPONSE CATEGORY)
       (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                     (EXCLUDING NON-RESPONSE CATEGORY)
```

```
SED - TABULATION OF WHAT 1ST CAUSED SED TO CONSIDER LEAVING SPECIAL EDUCATION

     SIMPLE TABULATION, NO. 14

      QUESTION  22 - WHAT 1ST CAUSED CONSIDERATION TO LEAVE TRAIN.- 2ND RESP

        CODE       FREQ.      (1)       (2)
        ----       -----     -----     -----
          0       342.50     92.79
          1         3.00       .81     11.28
          4         3.37       .91     12.67
          5         2.37       .64      8.91
          6         2.00       .54      7.52
          9         2.07       .56      7.78
         10         6.58      1.78     24.74
         14         2.00       .54      7.52
         15         1.00       .27      3.76
         17         1.07       .29      4.02
         18         3.14       .85     11.80
                 ---------   ------    ------
      TOTAL       369.10    100.00    100.00


     COLUMN TITLES -
       (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                     (INCLUDING NON-RESPONSE CATEGORY)
       (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                     (EXCLUDING NON-RESPONSE CATEGORY)
```

Codes

22. What **first** caused you to seriously consider leaving training in Education for the Handicapped?

0 = no response or incorrect
1 = academic deficiency
2 = military induction
3 = transfer of credits difficult
4 = personal sense of inadequacy (or lack of achievement)
5 = marriage
6 = start of family
7 = financial difficulty
8 = need for practical experience in EH

EH = education for the handicapped

Codes (Cont.)

10 = EH curriculum
11 = loss of interest in field
12 = advised against continuing
13 = class size or composition
14 = inadequate guidance and counseling
15 = greater interest in another field
16 = desire to travel
17 = interdepartmental politics
18 = other reasons
19 = is currently a special education practitioner
20 = is currently a special education student
21 = is currently a regular education practitioner

```
SED - TAB OF MAIN SOURCES OF INFO. UPON WHICH DECISION TO LEAVE TRAIN. WAS BASED

     SIMPLE TABULATION, NO. 15

      QUESTION  23 - DECISION TO LEAVE TRAIN. BASED UPON WHAT INFO.- 1ST RES

        CODE       FREQ.       (1)        (2)
        ----       -----      -----      -----
          0        183.74     49.78
          1          5.37      1.45       2.90
          2          2.07       .56       1.12
          3          2.37       .64       1.28
          4         13.55      3.67       7.31
          5         11.18      3.03       6.03
          7         12.02      3.26       6.48
          9          3.14       .85       1.69
         10         27.57      7.47      14.87
         11          8.74      2.37       4.72
         12         24.94      6.76      13.45
         13          2.07       .56       1.12
         15         29.24      7.92      15.77
         16          2.37       .64       1.28
         17          4.14      1.12       2.23
         18         36.59      9.91      19.74
                  --------    ------     ------
        TOTAL      369.10    100.00     100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                       (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                       (EXCLUDING NON-RESPONSE CATEGORY)
```

```
SED - TAB OF MAIN SOURCES OF INFO. UPON WHICH DECISION TO LEAVE TRAIN. WAS BASED

     SIMPLE TABULATION, NO. 16

      QUESTION  23 - DECISION TO LEAVE TRAIN. BASED UPON WHAT INFO.- 2ND RES

        CODE       FREQ.       (1)        (2)
        ----       -----      -----      -----
          0        343.57     93.08
          1          1.00       .27       3.92
          4          2.37       .64       9.28
          5          1.00       .27       3.92
          6          3.37       .91      13.20
          7          2.07       .56       8.11
          9          1.07       .29       4.19
         12          5.07      1.37      19.86
         14          1.00       .27       3.92
         16          1.00       .27       3.92
         17          3.14       .85      12.30
         18          4.44      1.20      17.39
                  --------    ------     ------
        TOTAL      369.10    100.00     100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                       (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                       (EXCLUDING NON-RESPONSE CATEGORY)
```

<u>Codes</u>

23. What were the <u>main sources</u> of the information upon which you based your decision to <u>leave</u> training in Education for the Handicapped?

0 = no response or incorrect
1 = academic (own university)
2 = military induction
3 = academic (other universities)
4 = personal sense of inadequacy
5 = marriage
6 = start of family
7 = financial

EH = education for the handicapped

<u>Codes</u> (Cont.)

9 = professionals in EH
10 = EH curriculum
11 = loss of interest in field
12 = advised against continuing
13 = class size or composition
14 = guidance and counseling
15 = other fields
16 = desire to travel
17 = interdepartmental politics
18 = personal

```
SED - TABULATION OF MAIN REASONS GIVEN FOR LEAVING SPECIAL EDUCATION TRAINING

     SIMPLE TABULATION, NO. 17

      QUESTION  24 - WHAT MAIN REASONS WHY LEFT SPEC. ED. TRAIN. - 1ST RESP.

        CODE       FREQ.       (1)        (2)
        ----       -----      -----      -----
          0       145.38      39.39
          1        17.99       4.87       8.04
          2         3.14        .85       1.40
          3         2.37        .64       1.06
          4        12.95       3.51       5.79
          5        21.50       5.82       9.61
          7        19.46       5.27       8.70
          8         3.07        .83       1.37
          9         1.00        .27        .45
         10        21.83       5.91       9.76
         11        15.62       4.23       6.98
         12         3.37        .91       1.51
         13         2.00        .54        .89
         14         3.37        .91       1.51
         15        46.23      12.53      20.66
         16         4.44       1.20       1.98
         17        11.02       2.99       4.93
         18        34.36       9.31      15.36
                 ---------    ------     ------
       TOTAL      369.10     100.00     100.00


     COLUMN TITLES -
       (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                    (INCLUDING NON-RESPONSE CATEGORY)
       (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                    (EXCLUDING NON-RESPONSE CATEGORY)
```

```
SED - TABULATION OF MAIN REASONS GIVEN FOR LEAVING SPECIAL EDUCATION TRAINING

     SIMPLE TABULATION, NO. 18  /

      QUESTION  24 - WHAT MAIN REASONS WHY LEFT SPEC. ED. TRAIN. - 2ND RESP.

        CODE       FREQ.       (1)        (2)
        ----       -----      -----      -----
          0       327.58      88.75
          1         1.00        .27       2.41
          4         3.37        .91       8.12
          5         1.00        .27       2.41
          6         3.37        .91       8.12
          7         3.37        .91       8.12
          8         2.37        .64       5.71
          9         1.07        .29       2.58
         10         6.44       1.74      15.51
         11         1.00        .27       2.41
         12         1.00        .27       2.41
         14         1.00        .27       2.41
         15         7.88       2.13      18.98
         17         1.07        .29       2.58
         18         7.58       2.05      18.26
                 ---------    ------     ------
       TOTAL      369.10     100.00     100.00


     COLUMN TITLES -
       (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                    (INCLUDING NON-RESPONSE CATEGORY)
       (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                    (EXCLUDING NON-RESPONSE CATEGORY)
```

__Codes__

24. What were the __main reasons__ you left Education for the Handicapped training?

0 = no response or incorrect
1 = academic
2 = military induction
3 = transfer of credits difficult
4 = personal sense of inadequacy (or lack of achievement)
5 = marriage
6 = start of family
7 = financial
8 = need for practical experience in EH

__Codes__ (Cont.)

9 = negative feelings toward professionals in
10 = EH curriculum
11 = loss of interest in field
12 = advised against continuing
13 = class size or composition
14 = inadequate guidance and counseling
15 = greater interest in another field
16 = desire to travel
17 = interdepartmental politics
18 = personal

EH = education for the handicapped

```
SED - TAB OF WHO WOULD RETURN TO TRAIN. + WHAT WOULD MAKE FIELD MORE ATTRACTIVE

     SIMPLE TABULATION, NO. 19

      QUESTION  25 - EVER RETURN. IF NO, WHAT MAKE IT MORE ATTRAC.- 1ST RESP

        CODE       FREQ.       (1)        (2)
        ----       -----      -----      -----
          0       199.75      54.12
          1       104.03      28.18      61.43
          2         4.00       1.08       2.36
          3         7.88       2.13       4.65
          4         9.11       2.47       5.38
          5         7.88       2.13       4.65
          6         1.07        .29        .63
          7         3.44        .93       2.03
          8         5.14       1.39       3.04
          9        12.55       3.40       7.41
         10        10.18       2.76       6.01
         11         3.07        .83       1.81
         12         1.00        .27        .59
                 --------     ------     ------
        TOTAL     369.10     100.00     100.00


     COLUMN TITLES -
       (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                      (INCLUDING NON-RESPONSE CATEGORY)
       (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                      (EXCLUDING NON-RESPONSE CATEGORY)
```

```
SED - TAB OF WHO WOULD RETURN TO TRAIN. + WHAT WOULD MAKE FIELD MORE ATTRACTIVE

     SIMPLE TABULATION, NO. 20

      QUESTION  25 - EVER RETURN. IF NO, WHAT MAKE IT MORE ATTRAC.- 2ND RESP

        CODE       FREQ.       (1)        (2)
        ----       -----      -----      -----
          0       344.16      93.24
          4         4.74       1.28      19.01
          5         2.37        .64       9.50
          6         4.44       1.20      17.80
          7         1.00        .27       4.01
          9         5.81       1.57      23.30
         11         3.44        .93      13.79
         12         3.14        .85      12.59
                 --------     ------     ------
        TOTAL     369.10     100.00     100.00


     COLUMN TITLES -
       (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                      (INCLUDING NON-RESPONSE CATEGORY)
       (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                      (EXCLUDING NON-RESPONSE CATEGORY)
```

Codes

25. Do you think that you will ever return to training in Education for the Handicapped? Yes__ No__ If no, what could be done to make the field more attractive to you?

0 = no response, no only, or incorrect response
1 = yes
2 = no, currently in study or practice in preferred fields
3 = no, reduce load of required non-EH courses for undergraduates
4 = no, more on-the-job training
5 = no, more practical EH courses—less theory
6 = no, smaller EH classes

EH = education for the handicapped

Codes (Cont.)

7 = no, decrease number of different handicap areas in single EH classroom
8 = no, more realistic picture of field during EH training
9 = no, improved curriculum
10 = no, improvement of facilties in EH
11 = no, improved counseling and guidance
12 = no, improved quality of teacher trainers

```
SED - TAB OF AVG. SEMESTER HRS. WHEN ENTERING TRAINING - BY PL 85-926 FUNDING

     AVERAGE-PER----- TABULATION, NO.  1

      MAIN QUESTION  FUNDING FLAG - EVER FUNDED BY PL 85-926
         AVERAGED QUESTION  10 - HOW MANY COLLEGE SEMESTER HRS. WHEN ENTERED TRAINING

         M.Q.                                          A.Q.
         CODE       FREQ.       (1)        (2)       AVERAGE
         ----       -----      -----      -----      -------
No response 0       51.06      13.83          0       55.615
Yes         1       11.35       3.08       3.57      180.357
No          2      306.69      83.09      96.43       60.800
                  --------    ------     ------
         TOTAL     369.10     100.00     100.00

      COLUMN TITLES -
        (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                         (INCLUDING NON-RESPONSE CATEGORY)
        (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                         (EXCLUDING NON-RESPONSE CATEGORY)
```

```
SED - CROSS-TAB OF RECIPIENTS OF ANY FUNDING BY SEX

     NUMERIC CROSS-TAB, NO.  1

   ROW QUESTION  1 - WHAT IS YOUR SEX

    COL. QUESTION  FUNDING FLAG - EVER FUNDED BY ANYTHING

         ---------------------- ANY FUNDING ----------------------
         ********** YES **********        ********** NO **********
CODE      FREQ.        (1)       (2)        FREQ.      (1)       (2)
----      -----       -----     -----       -----     -----     -----
  0        1.00        .84                   1.00       .50
  1       93.79      78.87      79.54      181.59     91.20     91.66
  2       24.13      20.29      20.46       16.53      8.30      8.34
        --------     ------    ------     --------    ------    ------
TOTAL    118.92     100.00     100.00      199.12    100.00    100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                    (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                    (EXCLUDING NON-RESPONSE CATEGORY)
```

0= blank or incorrect response
1= female
2= male

```
SED - CROSS-TAB OF PL 85-926 RECIPIENTS/NON-RECIPIENTS BY SEX

     NUMERIC CROSS-TAB, NO.  2

   ROW QUESTION  1 - WHAT IS YOUR SEX

    COL. QUESTION  FUNDING FLAG - EVER FUNDED BY PL 85-926

         ---------------------- PL FUNDING -----------------------
         ********** YES **********        ********** NO **********
CODE      FREQ.        (1)       (2)        FREQ.      (1)       (2)
----      -----       -----     -----       -----     -----     -----
  0          0                               2.00       .55
  1        9.28      81.76      81.76      266.10     86.77     87.33
  2        2.07      18.24      18.24       38.59     12.58     12.67
        --------     ------    ------     --------    ------    ------
TOTAL     11.35     100.00     100.00      306.69    100.00    100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                    (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                    (EXCLUDING NON-RESPONSE CATEGORY)
```

```
SED - CROSS-TAB OF MARITAL STATUS UPON ENTERING E.H. TRAINING BY SEX
     NUMERIC CROSS-TAB, NO.  3

   ROW QUESTION  8 - WHEN ENTERING E.H. TRAINING, WHAT WAS MARITAL STATUS

    COL. QUESTION  1 - WHAT IS YOUR SEX

        ------------------------------------------     SEX     -----------------------------------------
        ********** N.R. **********          ********** FEM. **********          ********** MALE **********
CODE      FREQ.     (1)      (2)            FREQ.     (1)      (2)            FREQ.     (1)      (2)
----      -----    -----    -----           -----    -----    -----           -----    -----    -----
  0        1.00    22.88                    35.12    11.14                     4.07     8.24
  1        3.37    77.12   100.00          237.18    75.22    84.64           27.64    55.95    60.98
  2           0        0        0           38.96    12.36    13.90           17.69    35.81    39.02
  3           0        0        0            3.07      .97     1.10               0        0        0
  4           0        0        0            1.00      .32      .36               0        0        0
        --------   ------   ------        --------   ------   ------        --------   ------   ------
TOTAL      4.37   100.00   100.00          315.33   100.00   100.00           49.40   100.00   100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                    (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                    (EXCLUDING NON-RESPONSE CATEGORY)
```

0= blank or incorrect response
1= single
2= married
3= divorced
4= widowed

```
SED - CROSS-TAB OF ACADEMIC DEGREE HELD WHEN ENTERED E.H. TRAINING BY PL FUNDING
     NUMERIC CROSS-TAB, NO.  4

   ROW QUESTION  10B - WHAT FORMAL EDUC. DEGREE HELD WHEN ENTERED E.H. TRAIN.

    COL. QUESTION  FUNDING FLAG - EVER FUNDED BY PL 85-926

        ---------------------- PL FUNDING ----------------------
        ********** YES **********          ********** NO **********
CODE      FREQ.     (1)      (2)            FREQ.     (1)      (2)
----      -----    -----    -----           -----    -----    -----
  0        2.07    18.24                    74.44    24.27
  1        5.21    45.90    56.14          182.48    59.50    78.57
  2        1.00     8.81    10.78           10.88     3.55     4.68
  3        2.07    18.24    22.31           36.82    12.01    15.85
  4           0        0        0            1.07      .35      .46
  5        1.00     8.81    10.78            1.00      .33      .43
        --------   ------   ------        --------   ------   ------
TOTAL     11.35   100.00   100.00          306.69   100.00   100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                    (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                    (EXCLUDING NON-RESPONSE CATEGORY)
```

0= blank or incorrect response
1= none
2= A.A.
3= B.A.
4= M.A.
5= Ed.S.

```
SED - CROSS-TAB OF IMPACT OF AVAIL. FINANCIAL AID ON DECISION TO ENTER E.M./SEX
     NUMERIC CROSS-TAB. NO.  5

  ROW QUESTION  11 - DID AMT. + KIND OF FINANCIAL AID AVAIL HELP MOTIV. YOU

    COL. QUESTION  1 - WHAT IS YOUR SEX

        ------------------------------------- SEX    -------------------------------------
        ********** N.R. **********        ********** FEM. **********        ********** MALE **********
CODE      FREQ.      (1)       (2)            FREQ.      (1)       (2)            FREQ.      (1)       (2)
----      -----     -----     -----           -----     -----     -----           -----     -----     -----
  0        2.37     54.23                     14.46      4.59                         0         0
  1        1.00     22.88     50.00          223.46     70.87     74.27           26.27     53.18     53.18
  2           0         0         0           40.42     12.82     13.43           15.62     31.62     31.62
  3           0         0         0           29.71      9.42      9.87            7.51     15.20     15.20
  4        1.00     22.88     50.00            7.28      2.31      2.42               0         0         0
        --------   ------    ------         --------   ------    ------         --------   ------    ------
TOTAL      4.37    100.00    100.00          315.33    100.00    100.00           49.40    100.00    100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                     (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                     (EXCLUDING NON-RESPONSE CATEGORY)
```

0= no response
1= not at all
2= very little
3= moderately
4= very much

```
SED - CROSS-TAB OF IMPACT OF FINANCIAL AID ON DECISION T  ENTER E.M. BY SED TYPE
     NUMERIC CROSS-TAB. NO.  6

  ROW QUESTION  11 - DID AMT. + KIND OF FINANCIAL AID AVAIL HELP MOTIV. YOU

    COL. QUESTION   - TYPE OF SED RESPONDING

        ------------------------------------- SED TYPE -------------------------------------
        ********** R/F **********         ********** NR/F **********        ********** NF **********
CODE      FREQ.      (1)       (2)            FREQ.      (1)       (2)            FREQ.      (1)       (2)
----      -----     -----     -----           -----     -----     -----           -----     -----     -----
  0           0         0                     16.83      5.03                         0         0
  1        7.21     69.66     69.66          224.90     67.20     70.75           18.62     77.39     77.39
  2           0                   0           53.97     16.13     16.95            2.07      8.60      8.60
  3        2.07     20.00     20.00           31.78      9.50     10.00            3.37     14.01     14.01
  4        1.07     10.34     10.34            7.21      2.15      2.27               0         0         0
        --------   ------    ------         --------   ------    ------         --------   ------    ------
TOTAL     10.35    100.00    100.00          334.69    100.00    100.00           24.06    100.00    100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                     (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                     (EXCLUDING NON-RESPONSE CATEGORY)
```

```
SED - CROSS-TAB OF DISTANCE TRAVELED TO UNIV. FOR SP. ED. TRAIN./ PL FUND STATUS
     NUMERIC CROSS-TAB, NO.  7

   ROW QUESTION  12 - MILES FROM HOME TO UNIV. ATTENDED FOR SPEC. ED. TRAIN.

    COL. QUESTION  FUNDING FLAG - EVER FUNDED BY PL 85-926

        ----------------------- PL FUNDING -------------------------
        *********** YES ***********      *********** NO ***********
CODE     FREQ.      (1)      (2)          FREQ.     (1)      (2)
----     -----     -----    -----         -----    -----    -----
 0          0         0                    4.37     1.42
 1       3.07     27.05    27.05          45.78    14.93    15.14
 2       3.07     27.05    27.05          85.40    27.85    28.25
 3       4.21     37.09    37.09         149.61    48.78    49.49
 4       1.00      8.81     8.81          15.39     5.02     5.09
 5          0         0        0           6.14     2.00     2.03
        --------  ------   ------       --------   ------   ------
TOTAL   11.35    100.00   100.00         306.69   108.00   100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                     (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                     (EXCLUDING NON-RESPONSE CATEGORY)
```

0= no response or incorrect
1= 0-10
2= 10-50
3= 50-500
4= 500-1000
5= over 1000

```
SED - CROSS-TAB OF DISTANCE TRAVELED TO UNIV. FOR SP. ED. TRAINING BY SED TYPE
     NUMERIC CROSS-TAB, NO.  8

   ROW QUESTION  12 - MILES FROM HOME TO UNIV. ATTENDED FOR SPEC. ED. TRAIN.

    COL. QUESTION   - TYPE OF SED RESPONDING

        ------------------------------------ SED TYPE ---------------------------------------
        *********** R/F ***********     *********** NR/F ***********     *********** NF ***********
CODE     FREQ.      (1)      (2)         FREQ.     (1)      (2)          FREQ.     (1)      (2)
----     -----     -----    -----        -----    -----    -----         -----    -----    -----
 0          0         0                  13.55     4.05                     0        0
 1       3.07     29.66    29.66         54.26    16.21    16.90          6.37    26.48    26.48
 2       2.07     20.00    20.00         82.96    24.79    25.83         10.18    42.31    42.31
 3       4.21     40.68    40.68        161.32    48.20    50.23          6.51    27.06    27.06
 4       1.00      9.66     9.66         17.46     5.22     5.44             0        0        0
 5          0         0        0          5.14     1.54     1.60          1.00     4.16     4.16
        --------  ------   ------      --------   ------   ------       --------   ------   ------
TOTAL   10.35    100.00   100.00        334.69   100.00   100.00         24.06   100.00   100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                     (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                     (EXCLUDING NON-RESPONSE CATEGORY)
```

```
SED - CROSS-TAB SHOWING IMPACT OF DRAFT ON DECISION OF MALES TO ENTER SPEC. ED.
     NUMERIC CROSS-TAB, NO.  9

   ROW QUESTION  13 - WHEN ENTERED E.M. THINK IT WOULD IMPROVE DRAFT STATUS

    COL. QUESTION  1 - WHAT IS YOUR SEX

           +-----------------------------
             *********** MALE ***********
              FREQ.       (1)       (2)
              -----      -----     -----
               1.00       2.02
               2.07       4.19      4.28
              24.90      50.40     51.45
              21.43      43.38     44.28
             --------   ------    ------
              49.40     100.00    100.00


     COLUMN TITLES -
       (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                    (INCLUDING NON-RESPONSE CATEGORY)
       (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                    (EXCLUDING NON-RESPONSE CATEGORY)
```

0= blank or incorrect
1= yes
2= no
3= not applicable

```
SED - CROSS-TAB OF QUALITY OF TRAINING EVALUATIONS GIVEN BY EACH SED TYPE
     NUMERIC CROSS-TAB, NO. 10

   ROW QUESTION  16 - HOW EVALUATE QUALITY OF E.M. TRAINING THUS FAR

    COL. QUESTION   - TYPE OF SED RESPONDING

         -------------------------------------- SED TYPE -------------------------------------------
         *********** R/F ***********         *********** NR/F ***********         *********** NF ***********
CODE      FREQ.      (1)       (2)             FREQ.      (1)       (2)             FREQ.      (1)       (2)
----      -----     -----     -----            -----     -----     -----            -----     -----     -----
  0        1.07     10.34                      47.97     14.33                       1.00      4.16
  1        3.21     31.01     34.59            88.94     26.57     31.02             3.44     14.30     14.92
  2        3.00     28.99     32.33           128.41     38.37     44.79            13.18     54.78     57.16
  3        2.00     19.32     21.55            48.40     14.46     16.88             4.44     18.45     19.25
  4        1.07     10.34     11.53            20.97      6.27      7.31             2.00      8.31      8.67
         --------   ------    ------         --------   ------    ------          --------   ------    ------
TOTAL     10.35    100.00    100.00           334.69    100.00    100.00            24.06    100.00    100.00

   COLUMN TITLES -
     (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                  (INCLUDING NON-RESPONSE CATEGORY)
     (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                  (EXCLUDING NON-RESPONSE CATEGORY)
```

0= no response or blank
1= excellent
2= good
3= fair
4= poor

```
SED - CROSS-TAB OF WHAT COULD MAKE E.H. MORE ATTRACTIVE TO PERMANENT SED BY SEX
     NUMERIC CROSS-TAB. NO. 11

   ROW QUESTION  25 - EVER RETURN. IF NO. WHAT MAKE MORE ATTRAC. - 1ST RESPON

    COL. QUESTION  1 - WHAT IS YOUR SEX

           -----------------------------------------  SEX  ------------------------------------------------
           ********** N.R. **********        ********** FEM. **********       ********** MALE **********
CODE       FREQ.      (1)      (2)           FREQ.      (1)      (2)           FREQ.      (1)      (2)
----       -----     -----    -----          -----     -----    -----          -----     -----    -----
 0          2.00     45.77                  169.48     53.75                   28.27     57.23
 1          0         0        0             87.04     27.60    59.68          16.99     34.39    80.41
 2          0         0        0              4.00      1.27     2.74           0         0        0
 3          0         0        0              6.81      2.16     4.67           1.07      2.17     5.06
 4          0         0        0              9.11      2.89     6.25           0         0        0
 5          0         0        0              6.88      2.18     4.72           1.00      2.02     4.73
 6          0         0        0              1.07       .34      .73           0         0        0
 7          0         0        0              3.44      1.09     2.36           0         0        0
 8          0         0        0              5.14      1.63     3.52           0         0        0
 9          2.37     54.23   100.00          10.18      3.23     6.98           0         0        0
10          0         0        0             10.18      3.23     6.99           0         0        0
11          0         0        0              2.00       .63     1.37           1.07      2.17     5.06
12          0         0        0              0         0        0              1.00      2.02     4.73
         --------   ------   ------        --------   ------   ------        --------   ------   ------
TOTAL       4.37    100.00   100.00         315.33    100.00   100.00          49.40    100.00   100.00
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SED - CROSS-TAB OF WHAT COULD MAKE E.H. MORE ATTRACTIVE TO PERMANENT SED BY SEX
     NUMERIC CROSS-TAB. NO. 12

   ROW QUESTION  25 - EVER RETURN. IF NO. WHAT MAKE MORE ATTRAC. - 2ND RESPON

    COL. QUESTION  1 - WHAT IS YOUR SEX

           -----------------------------------------  SEX  ------------------------------------------------
           ********** N.R. **********        ********** FEM. **********       ********** MALE **********
CODE       FREQ.      (1)      (2)           FREQ.      (1)      (2)           FREQ.      (1)      (2)
----       -----     -----    -----          -----     -----    -----          -----     -----    -----
 0          4.37    100.00                  292.46     92.75                   47.33     95.81
 4          0         0      200.00           4.74      1.50    20.73           0         0        0
 5          0         0      200.00           2.37       .75    10.36           0         0        0
 6          0         0      200.00           3.44      1.09    15.04           1.00      2.02    48.31
 7          0         0      200.00           1.00       .32     4.37           0         0        0
 9          0         0      200.00           5.81      1.84    25.40           0         0        0
11          0         0      200.00           3.44      1.09    15.04           0         0        0
12          0         0      200.00           2.07       .66     9.05           1.07      2.17    51.69
         --------   ------   ------        --------   ------   ------        --------   ------   ------
TOTAL       4.37    100.00   100.00         315.33    100.00   100.00          49.40    100.00   100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                   (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                   (EXCLUDING NON-RESPONSE CATEGORY)
```

0= no response, no only, or incorrect response
1= yes
2= no, currently in study or practice in preferred fields
3= no, reduce load of required non-EH courses for undergraduates
4= no, more on-th-job training
5= no, more practical EH courses - Less theory
6= no, smaller EH classes
7= no, decrease number of different handicap areas in single EH classroom
8= no, more realistic picture of field during EH training
9= no, improved curriculum
10= no, improvement of facilities in EH
11= no, improved counseling and guidance
12= no, improved quility of teacher trainers

```
SED - CROSS-TAB TO DETERMINE NO. OF PL 85-926 RECIPIENTS WHO KNOW THEY ARE FUND.

     NUMERIC CROSS-TAB. NO. 13

   ROW QUESTION   - TYPE OF SED RESPONDING

    COL. QUESTION  FUNDING FLAG - EVER FUNDED BY PL 85-926

        ---------------------- PL FUNDING ----------------------
        *********** YES ***********      *********** NO  ***********
CODE      FREQ.      (1)      (2)           FREQ.     (1)      (2)
----      -----     -----    -----          -----    -----    -----
  0          0        0                        0        0
  1      10.35    91.19    91.19               0        0        0
  2          0        0        0          284.63    92.81    92.81
  3       1.00     8.81     8.81           22.06     7.19     7.19
       --------  -------  -------        --------   ------   ------     --------   ------   ------     --------   ------   ------
TOTAL    11.35   100.00   100.00          306.69   100.00   100.00            0   100.00   100.00            0   100.00   100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                   (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                   (EXCLUDING NON-RESPONSE CATEGORY)
```

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SED - CROSS-TAB OF PRESENT AGE BY SEX

     RANGE CROSS-TAB, NO.  1

   ROW QUESTION  2 - WHAT IS YOUR PRESENT AGE

    COL. QUESTION  1 - WHAT IS YOUR SEX

              --------------------------------------    SEX     --------------------------------------
   /AGE       ********** N.R. **********    ********** FEM. **********    ********** MALE **********
   RANGE          FREQ.    (1)      (2)        FREQ.    (1)      (2)        FREQ.    (1)      (2)
  --------        -----   -----    -----       -----   -----    -----       -----   -----    -----
 NO RESP.             0       0                    0       0                    0       0
   16-   17           0       0        0           0       0        0        1.07    2.21     2.21
   18-   19        2.37   54.23    54.23       47.21   15.07    15.12        1.00    2.07     2.07
   20-   21           0       0        0      141.98   45.31    45.46       16.69   34.48    34.48
   22-   25        1.00   22.88    22.88       58.82   18.77    18.83       10.51   21.71    21.71
   26-   30           0       0        0       23.13    7.38     7.41        7.88   16.28    16.28
   31-   35        1.00   22.88    22.88        8.51    2.72     2.72        2.00    4.13     4.13
   36-   40           0       0        0       12.39    3.95     3.97        2.37    4.90     4.90
   41-   45           0       0        0        9.18    2.93     2.94        2.37    4.90     4.90
   46-   55           0       0        0       11.11    3.55     3.56        2.14    4.42     4.42
   56-   99           0       0        0           0       0        0        2.37    4.90     4.90
 OUT-RANGE            0       0                 1.00     .32                    0       0
               --------  ------   ------    --------  ------   ------    --------  ------   ------
  TOTAL            4.37  100.00   100.00      313.33  100.00   100.00       48.40  100.00   100.00

      COLUMN TITLES -
        (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                      (INCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
        (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                      (EXCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
```

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SED - CROSS-TAB OF AGE WHEN ENTERED TEACHER TRAINING BY PL 85-926 FUNDING STATUS

     RANGE CROSS-TAB, NO.  2

   ROW QUESTION  5 - AT WHAT AGE DID YOU FIRST ENTER TEACHER TRAINING

    COL. QUESTION  FUNDING FLAG - EVER FUNDED BY PL 85-926

  AGE       ---------------------- PL FUNDING ----------------------
            ********** YES **********        ********** NO  **********
 RANGE        FREQ.      (1)       (2)           FREQ.      (1)       (2)
-------       -----     -----     -----          -----     -----     -----
NO RESP.         0         0                         0         0
  16-   17    1.07      9.43      9.43           38.19     12.45     13.70
  18-   19    6.21     54.71     54.71          151.38     49.36     54.32
  20-   21       0         0         0           53.03     17.29     19.03
  22-   25    2.00     17.62     17.62           12.88      4.20      4.62
  26-   30       0         0         0            7.14      2.33      2.56
  31-   35    1.00      8.81      8.81            3.44      1.12      1.23
  36-   40    1.07      9.43      9.43            6.88      2.24      2.47
  41-   45       0         0         0            3.37      1.10      1.21
  46-   55       0         0         0            2.37       .77       .85
OUT-RANGE        0         0                     28.01      9.13
            --------   ------    ------       --------    ------    ------
 TOTAL       11.35    100.00    100.00         306.69    100.00    100.00

      COLUMN TITLES -
        (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                      (INCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
        (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                      (EXCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
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SES - CROSS-TAB OF AGE WHEN DECIDED TO ENTER E.H. TRAINING BY PL FUNDING STATUS

     RANGE CROSS-TAB, NO.  3

   ROW QUESTION  6 - AT WHAT AGE DID YOU DECIDE TO ENTER SPECIAL ED. TRAINING

    COL. QUESTION  FUNDING FLAG - EVER FUNDED BY PL 85-926

                ---------------------- PL FUNDING ---------------------
   AGE          ********** YES **********      ********** NO  **********
  RANGE           FREQ.      (1)      (2)          FREQ.      (1)      (2)
 -------          -----     -----    -----         -----     -----    -----
NO RESP.              0         0                      0         0
  10-   15         1.00      8.81     8.81          8.58      2.83     2.90
  16-   17         1.00      8.81     8.81         61.88     20.38    20.91
  18-   19         4.21     37.09    37.09        132.59     43.66    44.81
  20-   21            0         0        0         38.92     12.82    13.15
  22-   25         1.07      9.43     9.43         13.95      4.59     4.71
  26-   30         1.00      8.81     8.81         11.65      3.84     3.94
  31-   35         2.00     17.62    17.62         10.18      3.35     3.44
  36-   40         1.07      9.43     9.43          7.95      2.62     2.69
  41-   45            0         0        0          6.74      2.22     2.28
  46-   55            0         0        0          3.44      1.13     1.16
OUT-RANGE             0         0                   7.81      2.57
               --------    ------   ------      --------    ------   ------
TOTAL             11.35    100.00   100.00        303.69    100.00   100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                   (INCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                   (EXCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
```

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SED - CROSS-TAB OF AGE WHEN FIRST ENTERED E.H. TRAINING BY PL FUNDING STATUS
     RANGE CROSS-TAB, NO.  4

   ROW QUESTION  7 - AT WHAT AGE DID YOU FIRST ENTER SPECIAL EDUC. TRAINING

    COL. QUESTION  FUNDING FLAG - EVER FUNDED BY PL 85-926

                 ---------------------- PL FUNDING ----------------------
    AGE         ********** YES **********      ********** NO **********
   RANGE          FREQ.      (1)      (2)          FREQ.     (1)      (2)
  -------         -----     -----    -----         -----    -----    -----
 NO RESP.             0         0                      0        0
   16-   17           0         0        0         23.50     7.71     8.33
   18-   19        6.21     54.71    54.71        157.35    51.64    55.77
   20-   21           0         0        0         41.92    13.76    14.86
   22-   25        1.07      9.43     9.43         19.39     6.36     6.87
   26-   30        1.00      8.81     8.81          8.44     2.77     2.99
   31-   35        2.00     17.62    17.62         11.02     3.62     3.91
   36-   40        1.07      9.43     9.43         10.32     3.39     3.66
   41-   45           0         0        0          6.74     2.21     2.39
   46-   55           0         0        0          3.44     1.13     1.22
 OUT-RANGE            0         0                  22.57     7.41
               --------    ------   ------      --------   ------   ------
  TOTAL           11.35    100.00   100.00        304.69   100.00   100.00

     COLUMN TITLES -
       (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                     (INCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
       (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                     (EXCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
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SED - CROSS-TAB OF COLLEGE SEMESTER HRS. COMPLETED WHEN ENTERED E.H. TRAIN./SEX

    RANGE CROSS-TAB, NO.  5

   ROW QUESTION  10A - HOW MANY COLLEGE SEMESTER HRS. WHEN ENTERED E.H. TRAIN

   COL. QUESTION  1 - WHAT IS YOUR SEX

   ~~SEM.~~    -----------------------        SEX      ----------------------
    HR       ********** N.R. **********             ********** FEM. **********
   RANGE       FREQ.       (1)       (2)            FREQ.      (1)       (2)
  -------      -----      -----     -----           -----     -----     -----
 NO RESP.          0          0                         0         0
    0-   15     7.14      86.97     86.97          222.09     84.64     84.64
   16-   30        0          0         0           12.32      4.70      4.70
   31-   45        0          0         0            7.14      2.72      2.72
   46-   65        0          0         0            5.37      2.05      2.05
   66-  120     1.07      13.03     13.03           13.48      5.14      5.14
  120-  999        0          0         0            2.00       .76       .76
 OUT-RANGE         0          0                         0         0
            --------     ------    ------        --------    ------    ------
  TOTAL         8.21     100.00    100.00          262.40    100.00    100.00

      COLUMN TITLES -
        (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                      (INCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
        (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                      (EXCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
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SED - CROSS-TAB OF AGE *HEN DECIDED TO LEAVE SPECIAL EDUCATION TRAINING/  BY SEX

     RANGE CROSS-TAB, NO.  6

   ROW QUESTION  21 - AT *HAT AGE DECIDED TO LEAVE SPECIAL EDUCATION TRAINING

    COL. QUESTION  1 - *HAT IS YOUR SEX

             ---------------------------------------   SEX   ---------------------------------------
   AGE       *********** N.R. ***********       *********** FEM. ***********      *********** MALE ***********
  RANGE        FREQ.     (1)       (2)            FREQ.      (1)       (2)          FREQ.      (1)       (2)
 --------      -----    -----     -----           -----     -----     -----         -----     -----     -----
NO RESP.           0        0                         0         0                     0         0
  16-   17         0        0         0            1.00       .32       .50             0         0         0
  18-   19      2.37    54.23     54.23           99.58     31.58     50.00         13.32     27.52     46.03
  20-   21         0        0         0           61.58     19.53     30.92          7.81     16.14     26.99
  22-   25      1.00    22.88     22.88           16.23      5.15      8.15          5.81     12.00     20.08
  26-   30         0        0         0            6.37      2.02      3.20          1.00      2.07      3.46
  31-   35      1.00    22.88     22.88            1.07       .34       .54          1.00      2.07      3.46
  36-   40         0        0         0            6.58      2.09      3.30             0         0         0
  41-   45         0        0         0            4.74      1.50      2.38             0         0         0
  46-   55         0        0         0            2.00       .63      1.00             0         0         0
OUT-RANGE          0        0                    116.18     36.84                 19.46     40.21
           ---------   ------    ------       ---------    ------    ------     ---------    ------    ------
 TOTAL          4.37   100.00    100.00          315.33    100.00    100.00         48.40    100.00    100.00

     COLUMN TITLES -
       (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                     (INCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
       (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                     (EXCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
```

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SED - CROSS-TAB OF AGE WHEN DECIDED TO LEAVE SPEC. ED. TRAIN. BY PL FUND. STATUS

    RANGE CROSS-TAB, NO.  7

  ROW QUESTION  21 - AT WHAT AGE DECIDED TO LEAVE SPECIAL EDUCATION TRAINING

   COL. QUESTION  FUNDING FLAG - EVER FUNDED BY PL 85-926

              ---------------------- PL FUNDING ----------------------
   AGE        ********** YES  **********      **********  0   **********
  RANGE         FREQ.      (1)      (2)          FREQ.     (1)      (2)
 -------        -----     -----    -----         -----    -----    -----
NO RESP.            0        0                      0        0
  16-   17          0        0        0          1.00      .33      .50
  18-   19       2.07    18.24    22.48         95.91    31.27    47.90
  20-   21       2.07    18.24    22.48         63.95    20.85    31.94
  22-   25       1.00     8.81    10.86         19.67     6.41     9.82
  26-   30       1.00     8.81    10.86          6.37     2.08     3.18
  31-   35       1.00     8.81    10.86          2.07      .67     1.03
  36-   40       1.07     9.43    11.62          5.51     1.80     2.75
  41-   45          0        0        0          4.74     1.55     2.37
  46-   55       1.00     8.81    10.86          1.00      .33      .50
OUT-RANGE        2.14    18.85                 106.47    34.72
              --------   ------   ------      --------   ------   ------
 TOTAL          11.35   100.00   100.00        306.69   100.00   100.00

     COLUMN TITLES -
       (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                     (INCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
       (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                     (EXCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
```

```
SED - TABULATION, BY RANGES, OF AGE WHEN DECIDED TO LEAVE SPECIAL EDUC. TRAINING

     RANGE TABULATION, NO.  1

      QUESTION  21 - AT WHAT AGE DID YOU DECIDE TO LEAVE SPEC. ED. TRAINING
            AGE
           RANGE            FREQ.       (1)        (2)
           -----            -----      -----      -----
            N.R.            135.64     37.05
           16-    20        160.46     43.83      69.63
           21-    25         48.24     13.18      20.93
           26-    30          7.37      2.01       3.20
           31-    35          3.07       .84       1.33
           36-    40          6.58      1.80       2.86
           41-    45          4.74      1.29       2.06

                          --------    ------     ------
                  TOTAL     366.10    100.00     100.00

      COLUMN TITLES -
        (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                      (INCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
        (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                      (EXCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
```

```
RES - MOST IMPORTANT THINGS CAUSING FIRST CONSIDERATION OF EDUCATION AS FIELD

     SIMPLE TABULATION, NO.  1

      QUESTION  4 - WHAT MOST IMP. THING CAUSED 1ST CONSIDER EDUC.- 1ST RESP

        CODE        FREQ.       (1)        (2)
        ----        -----      -----      -----
          0         14.30       9.63
          1          2.00       1.35       1.49
          2          3.72       2.51       2.77
          3         12.72       8.57       9.48
          4          4.28       2.88       3.19
          5          2.14       1.44       1.60
          6          5.00       3.37       3.73
          7         31.08      20.94      23.17
          8          2.00       1.35       1.49
          9          1.00        .67        .75
         10          8.86       5.97       6.61
         11         18.00      12.13      13.42
         12          5.58       3.76       4.16
         13         12.58       8.48       9.38
         16          4.28       2.88       3.19
         17         20.88      14.07      15.57
                 ---------     ------     ------
        TOTAL      148.42     100.00     100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                          (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                          (EXCLUDING NON-RESPONSE CATEGORY)
```

```
RES - MOST IMPORTANT THINGS CAUSING FIRST CONSIDERATION OF EDUCATION AS FIELD

     SIMPLE TABULATION, NO.  2

      QUESTION  4 - WHAT MOST IMP. THING CAUSED 1ST CONSIDER EDUC.- 2ND RESP

        CODE        FREQ.       (1)        (2)
        ----        -----      -----      -----
          0        134.98      90.94
          2          2.58       1.74      19.20
          3          2.58       1.74      19.20
          5          3.00       2.02      22.32
          7          2.14       1.44      15.92
          8          1.00        .67       7.44
         17          2.14       1.44      15.92
                 ---------     ------     ------
        TOTAL      148.42     100.00     100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                          (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                          (EXCLUDING NON-RESPONSE CATEGORY)
```

Codes

4. What was the most important thing that caused you to first seriously consider education as your field?

0 = no response or incorrect
1 = local or state board of education
2 = college education department or course related to or dealing with education
3 = parents or relatives
4 = assembly, career day, seminar classes, discussion groups regarding regular education
5 = individuals concerned with if not professionally involved with EH field
6 = educational literature and mass media

Codes (Cont.)

7 = observing or conversing with students or professionals in education
8 = advisors, counselors, etc.
9 = pre-professional work in education
10 = interest in particular subject taught in schools
11 = desire to teach children and/or young people
12 = salary scale or potential and benefits of field
13 = need for qualified teachers in education

16 = social relevancy
17 = other

```
RES - TABULATION OF REG. ED. STUDENTS WHO TRAINED FOR SPECIAL EDUCATION CAREER
     SIMPLE TABULATION, NO.  3

      QUESTION  6 - EVER TRAIN FOR CAREER IN EDUCATION FOR THE HANDICAPPED

       CODE        FREQ.       (1)        (2)
       ----        -----      -----      -----
         0          6.14       4.14
         1         22.46      15.13      15.79
         2        119.82      80.73      84.21
                ---------    ------     ------
       TOTAL      148.42     100.00     100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                         (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                         (EXCLUDING NON-RESPONSE CATEGORY)
```

Codes

6. Did you ever train for a career in Education for the Handicapped?
Yes__ No__

0 = no response or incorrect
1 = yes
2 = no

```
RES - TABULATION OF REG. ED. STUDENT MARITAL STATUS UPON ENTERING TRAINING
     SIMPLE TABULATION, NO.  4

      QUESTION  7 - WHEN ENTERING TEACHER TRAINING,WHAT WAS MARITAL STATUS

       CODE        FREQ.       (1)        (2)
       ----        -----      -----      -----
         0          1.00        .67
         1        115.96      78.13      78.66
         2         23.74      16.00      16.10
         3          6.72       4.53       4.56
         4          1.00        .67        .68
                ---------    ------     ------
       TOTAL      148.42     100.00     100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                         (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                         (EXCLUDING NON-RESPONSE CATEGORY)
```

Codes

7. When you entered teacher training, what was your marital status?
Single__ Married__ Divorced__ Widowed__

0 = no response or incorrect
1 = single
2 = married
3 = divorced
4 = widowed

```
RES - TAB UF IMPACT OF AVAILABLE FINANCIAL AID ON MOTIVATION TO BECOME A TEACHER
     SIMPLE TABULATION, NO.  5

       QUESTION  8 - DID AMT. + KIND OF FINANCIAL AID AVAIL HELP MOTIVATE YOU

         CODE       FREQ.        (1)         (2)
         ----       -----       -----       -----
           0          3.00        2.02
           1        107.78       72.62       74.12
           2         26.34       17.75       18.11
           3         11.30        7.61        7.77
                  ---------     ------      ------
         TOTAL      148.42      100.00      100.00


       COLUMN TITLES -
         (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                    (INCLUDING NON-RESPONSE CATEGORY)
         (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                    (EXCLUDING NON-RESPONSE CATEGORY)
```

<u>Codes</u>

8. Did the amount and kind of financial support available for teacher training help motivate you to enter that field? Not at all___ Moderately__ Very much__

0 = no response or incorrect
1 = not at all
2 = moderately
3 = very much

```
RES - TABULATION OF FIRST SOURCE OF INFORMATION ABOUT TEACHING
     SIMPLE TABULATION, NO.  6

      QUESTION  10 - WHAT WAS 1ST SOURCE OF INFO. ABOUT TEACHING - 1ST RESP.

        CODE        FREQ.       (1)        (2)
        ----        -----      -----      -----
          0         29.74      20.04
          2          9.14       6.16       7.70
          3         17.96      12.11      15.15
          4          2.00       1.35       1.69
          5         11.00       7.41       9.27
          6         10.44       7.03       8.80
          7         50.26      33.86      42.35
          8         15.72      10.59      13.25
          9          1.14        .77        .96
         11          1.00        .67        .84
                 ---------    ------     ------
        TOTAL      148.42     100.00     100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                      (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                      (EXCLUDING NON-RESPONSE CATEGORY)
```

```
RES - TABULATION OF FIRST SOURCE OF INFORMATION ABOUT TEACHING
     SIMPLE TABULATION, NO.  7

      QUESTION  10 - WHAT WAS 1ST SOURCE OF INFO. ABOUT TEACHING - 2ND RESP.

        CODE        FREQ.       (1)        (2)
        ----        -----      -----      -----
          0        121.54      81.89
          1          6.53       4.43      24.48
          2          4.14       2.79      15.40
          3          6.30       4.24      23.44
          4          1.00        .67       3.72
          5          2.28       1.54       8.48
          7          3.56       2.41      13.32
          9          3.00       2.02      11.16
                 ---------    ------     ------
        TOTAL      148.42     100.00     100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                      (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                      (EXCLUDING NON-RESPONSE CATEGORY)
```

Codes

10. What was your *first* source of information about teaching?

0 = no response or incorrect
1 = local board of education
2 = college education department of course relating to or dealing with education
3 = parents and/or relatives
4 = assembly, career day, seminars, clubs, discussion groups, etc., relating to education
5 = individuals concerned with if not professionally involved with education field

Codes (Cont.)

6 = education literature and mass media
7 = observing or conversing with education students
8 = advisors, counselors
9 = pre-professional work in education

11 = other

```
RES - TABULATION OF QUALITY OF TRAINING EVALUATIONS GIVE  BY REG. EDUC. STUDENTS

     SIMPLE TABULATION, NO.  8

      QUESTION  11 - HOW EVALUATE QUALITY OF TEACHER TRAINING THUS FAR

        CODE       FREQ.       (1)       (2)
        ----       -----      -----     -----
          0         7.00       4.72
          1        32.76      22.03     23.12
          2        62.12      41.85     43.93
          3        40.86      27.54     28.91
          4         5.72       3.85      4.04
                --------     ------    ------
        TOTAL     148.42     100.00    100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                     (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                     (EXCLUDING NON-RESPONSE CATEGORY)
```

Codes

11. How would you evaluate the quality of your training to be a teacher thus far? Excellent__ Fair__ Good__ Poor__

0 = no response or incorrect
1 = excellent
2 = good
3 = fair
4 = poor

```
RES - TAB OF REG. ED. STUDENTS WHO ADMIT AVOIDING CONTACT WITH THE HANDICAPPED

     SIMPLE TABULATION, NO.  9

      QUESTION  12A - IF NO CONTACT WITH H.C. PERSONS, HAVE AVOIDED CONTACT

        CODE       FREQ.       (1)       (2)
        ----       -----      -----     -----
          0            0          0
          1       138.42      93.26     93.26
          3        10.00       6.74      6.74
                --------     ------    ------
        TOTAL     148.42     100.00    100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                     (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                     (EXCLUDING NON-RESPONSE CATEGORY)
```

Codes

12A. What contact have you had with handicapped children or adults? If none, have you avoided contact? Yes__ No__

0 = no response or incorrect
1 = contact yes

3 = contact no, avoid no

```
RES - TABULATION OF SITUATION OF FIRST CONTACT WITH HANDICAPPED PERSON
     SIMPLE TABULATION, NO. 10

      QUESTION  12B - 1   WHAT SITUATION WAS 1ST CONTACT  WITH H.C. PERSONS

        CODE        FREQ.        (1)         (2)
        ----        -----       -----       -----
          0        100.60       67.83
          1         14.56        9.82       30.54
          2         12.72        8.57       26.64
          3         10.66        7.32       22.75
          4          3.28        2.21        6.87
          5          2.56        1.74        5.40
          7          3.72        2.51        7.79
                 --------      ------      ------
        TOTAL      148.42      100.00      100.00

      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                       (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                       (EXCLUDING NON-RESPONSE CATEGORY)
```

Codes

12B. What contact have you had with handicapped children or adults?
If none, have you avoided contact? Yes__ No__ Situation:

0 = no response or incorrect
1 = home or neighborhood
2 = camp or related situation
3 = school
4 = medical or occupational therapy experience
5 = charity organization, association for the handicapped, etc.

7 = college EH department or clinic, or course dealing with or related to EH

EH = education for the handicapped

```
RES - TABULATION OF RELATIONSHIP TO HANDICAPPED PERSON FIRST CONTACTED
     SIMPLE TABULATION, NO. 11

      QUESTION  12C - WHAT WAS RELATIONSHIP TO 1ST H.C. PERSON CONTACTED

        CODE        FREQ.        (1)         (2)
        ----        -----       -----       -----
          0        108.38       73.02
          1          8.72        5.86       21.78
          2          4.72        3.18       11.79
          3          4.58        3.09       11.44
          4          6.30        4.24       15.73
          5          8.44        5.69       21.08
          7          7.28        4.90       18.18
                 --------      ------      ------
        TOTAL      148.42      100.00      100.00

      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                       (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                       (EXCLUDING NON-RESPONSE CATEGORY)
```

Codes

12C. What contact have you had with handicapped children or adults?
If none, have you avoided contact? Yes__ No__ Your relationship to handicapped person:

0 = no response or incorrect
1 = teacher or clinician
2 = immediate family
3 = student teacher
4 = secondary relatives
5 = pre-professional work in EH

7 = friend and/or neighbor

```
RES - TABULATION OF REG. ED. STUDENTS WITH PERSONAL OR FAMILY HANDICAP
     SIMPLE TABULATION, NO. 12

      QUESTION  13 - ARE YOU OR IS A MEMBER OF YOUR FAMILY HANDICAPPED

        CODE        FREQ.        (1)         (2)
        ----        -----       -----       -----
          0          4.14        2.79
          1         20.02       13.49       13.88
          2        124.26       83.72       86.12
                 ---------      ------      ------
        TOTAL      148.42      100.00      100.00


      COLUMN  TITLES -
        (1) =  PERCENT  OF TOTAL NUMBER OF RESPONSES
                       (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT  OF PARTIAL TOTAL NUMBER OF RESPONSES
                       (EXCLUDING NON-RESPONSE CATEGORY)
```

<u>Codes</u>

13. Are you or is a member of your family handicapped? Yes__ No__

0 = no response or incorrect
1 = yes
2 = no

```
RES - TABULATION OF REASONS WHY REG. ED. STUDENTS ARE NOT IN SPEC. ED. TRAINING

     SIMPLE TABULATION, NO. 13

      QUESTION  14 - EVER CONSIDER E.H. CAREER. WHY NOT IN TRAIN. - 1ST RESP

        CODE       FREQ.       (1)        (2)
        ----       -----      -----      -----
          0         5.72       3.85
          1       100.98      68.04      70.76
          2         7.72       5.20       5.41
          3         3.14       2.12       2.20
          8         1.00        .67        .70
          9         1.14        .77        .80
         10         3.14       2.12       2.20
         18         1.14        .77        .80
         20        17.44      11.75      12.22
         21         2.00       1.35       1.40
         22         5.00       3.37       3.50
                  --------    ------     ------
        TOTAL     148.42     100.00     100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                     (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                     (EXCLUDING NON-RESPONSE CATEGORY)
```

```
RES - TABULATION OF REASONS WHY REG. ED. STUDENTS ARE NOT IN SPEC. ED. TRAINING

     SIMPLE TABULATION, NO. 14

      QUESTION  14 - EVER CONSIDER E.H. CAREER. WHY NOT IN TRAIN. - 2ND RESP

        CODE       FREQ.       (1)        (2)
        ----       -----      -----      -----
          0       142.42      95.96
          1         3.00       2.02      50.00
          5         1.00        .67      16.67
         13         1.00        .67      16.67
         18         1.00        .67      16.67
                  --------    ------     ------
        TOTAL     148.42     100.00     100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                     (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                     (EXCLUDING NON-RESPONSE CATEGORY)
```

<u>Codes</u>

14. Have you ever considered Education for the Handicapped as a career? Yes__ No__ If yes, why are you not trained in Education for the Handicapped?

0 = no response or incorrect
1 = no
2 = yes only
3 = yes, no courses available at college attended
5 = yes, could not obtain necessary funding in that area

EH = education for the handicapped

<u>Codes</u> (Cont.)

8 = yes, personal aversion to working with the handicapped
9 = yes, inadequate salary potential and/or benefits
10 = yes, feeling of personal inadequacy in working with handicapped children
13 = yes, start of family
18 = yes, lack of job opportunities in field
20 = yes, other
21 = yes, currently in special education practice
22 = yes, currently in special education training

```
RES - TAB OF WHAT WOULD MAKE SPECIAL EDUC. MORE ATTRACTIVE TO REG. ED. STUDENTS
     SIMPLE TABULATION, NO. 15

      QUESTION  15 - WHAT WOULD MAKE E.H. CAREER MORE ATTRACTIVE - 1ST RESP.

        CODE        FREQ.        (1)        (2)
        ----        -----       -----      -----
          0         41.86       28.20
          1         28.50       19.20      26.75
          2          5.58        3.76       5.24
          3          1.00         .67        .94
          4         16.70       11.25      15.67
          5          2.58        1.74       2.42
          6         14.16        9.54      13.29
          7          2.28        1.54       2.14
          9          1.00         .67        .94
         10          8.30        5.59       7.79
         11          2.14        1.44       2.01
         13          8.44        5.69       7.92
         15          2.00        1.35       1.88
         16         13.88        9.35      13.03
                 --------      ------     ------
        TOTAL      148.42      100.00     100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                     (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                     (EXCLUDING NON-RESPONSE CATEGORY)
```

```
RES - TAB OF WHAT WOULD MAKE SPECIAL EDUC. MORE ATTRACTIVE TO REG. ED. STUDENTS
     SIMPLE TABULATION, NO. 16

      QUESTION  15 - WHAT WOULD MAKE E.H. CAREER MORE ATTRACTIVE - 2ND RESP.

        CODE        FREQ.        (1)        (2)
        ----        -----       -----      -----
          0        123.84       83.44
          2          2.14        1.44       8.71
          3          1.00         .67       4.07
          4          2.14        1.44       8.71
          6          3.58        2.41      14.56
          7          1.00         .67       4.07
          8          1.14         .77       4.64
         10          2.58        1.74      10.50
         11          2.14        1.44       8.71
         12          2.58        1.74      10.50
         13          4.28        2.88      17.41
         16          2.00        1.35       8.14
                 --------      ------     ------
        TOTAL      148.42      100.00     100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                     (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                     (EXCLUDING NON-RESPONSE CATEGORY)
```

Codes

15. What could be done to make a career in Education for the Handicapped attractive to you?

0 = no response or incorrect
1 = nothing, content with present field
2 = improved benefits and/or salary potential
3 = smaller classroom size and/or class composition changes
4 = more information available to public concerning special education
5 = cannot answer, not that familiar with field of special education
6 = more opportunities for funding, obtaining grants, etc.
7 = greater federal support for EH programs
8 = greater demand for teachers and teacher trainees in EH
9 = more success shown in the field

Codes (Cont.)

10 = nothing, do not feel comfortable or adequate with handicapped children
11 = opportunities for advancement
12 = improvements in quality of personnel in EH
13 = more information from college advisors and counselors

15 = more flexibility with teaching methods in field
16 = other

EH = education for the handicapped

```
RES - CROSS-TAB SHOWING IMPACT OF DRAFT ON DECISION OF MALES TO ENTER TEACHING

     NUMERIC CROSS-TAB, NO.  1

   ROW QUESTION  9 - WHEN ENTERED TEACH., THINK IT WOULD IMPROVE DRAFT STATUS

    COL. QUESTION  1 - WHAT IS YOUR SEX

        ----------------------------.                            ----------------------------
        *********** N.R. ***********                             *********** MALE ***********
CODE      FREQ.       (1)      (2)                                  FREQ.      (1)      (2)
----      -----     -----    -----                                  -----    -----    -----
  0        2.00     29.15                                            6.58    12.86
  1           0         0        0                                   8.14    15.90    18.25
  2        2.28     33.24    46.91                                  25.02    48.89    56.10
  3        2.58     37.61    53.09                                  11.44    22.35    25.65
        ---------   ------   ------                               -------   ------   ------
TOTAL      6.86    100.00   100.00                                  51.18   100.00   100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                      (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                      (EXCLUDING NON-RESPONSE CATEGORY)
```

9. When you decided to become a teacher did you think that it might improve your draft status? Yes__ No__ Not applicable__

0 = no response or incorrect
1 = yes
2 = no
3 = not applicable

```
RES - CROSS-TAB OF PRESENT AGE BY SEX

     RANGE CROSS-TAB, NO.  1

   ROW QUESTION  2 - WHAT IS YOUR PRESENT AGE

    COL. QUESTION  1 - WHAT IS YOUR SEX

              -----------------------------------------     SEX    -----------------------------------------
   AGE        ********** N.R. **********         ********** FEM. **********        ********** MALE **********
  RANGE         FREQ.     (1)      (2)             FREQ.     (1)      (2)            FREQ.     (1)      (2)
 -------        -----    -----    -----            -----    -----    -----           -----    -----    -----
NO RESP.            0        0                         0        0                        0        0
  16-   17          0        0        0                0        0        0            1.00     1.99     2.08
  18-   19          0        0        0             5.42     7.05     7.05            2.58     5.14     5.35
  20-   21          0        0        0            24.30    31.59    31.59            5.28    10.52    10.96
  22-   25       2.14    31.20    31.20            23.18    30.14    30.14           18.02    35.91    37.40
  26-   30       3.72    54.23    54.23             5.86     7.62     7.62            6.72    13.39    13.95
  31-   35          0        0        0             7.86    10.22    10.22            8.00    15.94    16.60
  36-   40          0        0        0             2.14     2.78     2.78               0        0        0
  41-   45          0        0        0             3.58     4.65     4.65            2.00     3.99     4.15
  46-   55       1.00    14.58    14.58             4.58     5.95     5.95            4.58     9.13     9.51
OUT-RANGE           0        0                         0        0                     2.00     3.99
            ---------   ------   ------        ---------   ------   ------       ---------   ------   ------
 TOTAL           6.86   100.00   100.00            76.92   100.00   100.00           50.18   100.00   100.00

     COLUMN TITLES -
       (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                     (INCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
       (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                     (EXCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
```

```
RES - TABULATION, BY RANGES, OF AGE WHEN DECIDED TO BECOME A TEACHER

     RANGE TABULATION, NO. 1

          QUESTION  3 - AT WHAT AGE DID YOU DECIDED TO BECOME A TEACHER
             AGE
             RANGE          FREQ.      (1)        (2)
             -----          -----     -----      -----
              N.R.          24.90     17.24
             16-   20       84.06     58.21      70.33
             21-   25       12.72      8.81      10.64
             26-   30       13.16      9.11      11.01
             31-   35        7.58      5.25       6.34
             41-   45        1.00       .69        .84
             46-   99        1.00       .69        .84

                         ---------   ------     ------
                   TOTAL    144.42    100.00     100.00

          COLUMN TITLES -
            (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                          (INCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
            (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                          (EXCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
```

```
RES - TABULATION, BY RANGES, OF AGE WHEN FIRST ENTERED TEACHER TRAINING

     RANGE TABULATION, NO. 2

          QUESTION  5 - AT WHAT AGE DID YOU FIRST ENTER TEACHER TRAINING
             AGE
             RANGE          FREQ.      (1)        (2)
             -----          -----     -----      -----
              N.R.           6.16      4.41
             16-   20       94.94     67.89      71.02
             21-   25       17.44     12.47      13.05
             26-   30        8.14      5.82       6.09
             31-   35        6.58      4.71       4.92
             36-   40        3.58      2.56       2.68
             41-   45        3.00      2.15       2.24

                         ---------   ------     ------
                   TOTAL    139.84    100.00     100.00

          COLUMN TITLES -
            (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                          (INCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
            (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                          (EXCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
```

```
SEP - MOST IMPORTANT THINGS CAUSING FIRST CONSIDERATION OF SPECIAL ED. AS FIELD
     SIMPLE TABULATION, NO.  1

      QUESTION  4 - WHAT MOST IMP. THING CAUSED 1ST CONSID. E.M. - 1ST RESP.

        CODE      FREQ.       (1)       (2)
        ----      -----      -----     -----
          0       50.91       6.88
          1       24.16       3.26      3.51
          2       10.98       1.48      1.59
          3       37.29       5.04      5.41
          4       18.81       2.54      2.73
          5       58.46       7.90      8.48
          6       12.97       1.75      1.88
          7       25.82       3.49      3.75
          8        7.49       1.01      1.09
          9       13.82       1.87      2.01
         10       88.57      11.97     12.85
         11       18.15       2.45      2.63
         12       32.94       4.45      4.78
         13      147.32      19.91     21.38
         14       66.93       9.04      9.71
         15        9.33       1.26      1.35
         16       13.33       1.80      1.93
         17        5.16        .70       .75
         19       45.96       6.21      6.67
         20       41.80       5.65      6.07
         21        9.82       1.33      1.43
               --------     ------    ------
        TOTAL    740.02     100.00    100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                     (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                     (EXCLUDING NON-RESPONSE CATEGORY)
```

```
SEP - MOST IMPORTANT THINGS CAUSING FIRST CONSIDERATION OF SPECIAL ED. AS FIELD
     SIMPLE TABULATION, NO.  2

      QUESTION  4 - WHAT MOST IMP. THING CAUSED 1ST CONSID. E.M. - 2ND RESP.

        CODE      FREQ.       (1)       (2)
        ----      -----      -----     -----
          0      663.93      89.72
          1        4.32        .58      5.68
          2        5.33        .72      7.00
          3        1.00        .14      1.31
          4        6.16        .83      8.10
          5        6.00        .81      7.89
          6        1.16        .16      1.52
          7        5.33        .72      7.00
         10        5.48        .74      7.20
         12        1.00        .14      1.31
         13        9.33       1.26     12.26
         14       23.98       3.24     31.52
         16        1.00        .14      1.31
         19        6.00        .81      7.89
               --------     ------    ------
        TOTAL    740.02     100.00    100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                     (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                     (EXCLUDING NON-RESPONSE CATEGORY)
```

0= no response or error
1= social relevancy
2= handicapped friend or neighbor
3= handicapped relative or member of immediate family
4= newness of challenge of field
5= observing and/or conversing with students or professionals in EH
6= pre-professional work in EH
7= college EH Dept., clinic, or course dealing with EH
8= medical or vocational institution
9= salary potential
10= need for trained EH teachers
11= personal handicap
12= salary potential
13= personal contact with handicapped child or children
14= personal desire to work with handicapped
15= individuals concerned with, if not professionally involved with EH field
16= opportunity for funding, grants, etc.
17= EH materials or media
19= interest in field
20= original interest in related fields
21= camp, day care centers, etc.

```
SEP - TAB OF PRACTITIONERS HAVING EXPERIENCE WITH HANDICAPPED BEFORE TRAINING
     SIMPLE TABULATION, NO.  3

     QUESTION  10 - WHAT WAS SITUATION OF PRIOR EXPERIENCE WITH HANDICAPPED

       CODE        FREQ.        (1)         (2)
       ----        -----       -----       -----
         0        494.24       66.79
         1         67.76        9.16       27.57
         2         29.15        3.94       11.86
         3        109.07       14.74       44.38
         4         31.64        4.28       12.87
         5          4.16         .56        1.69
         7          3.00         .41        1.22
         9          1.00         .14         .41
                 --------      ------      ------
       TOTAL      740.02      100.00      100.00

           MEAN =  2.57        MEDIAN =  3

     COLUMN TITLES -
       (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                   (INCLUDING NON-RESPONSE CATEGORY)
       (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                   (EXCLUDING NON-RESPONSE CATEGORY)
```

0= blank
1= home or neighborhood
2= camp or related situation
3= school
4= medical or vocational institution
5= charity, organization association for the handicapped
7= college EH Dept. or clinic or course dealing with or related to EH
9= professional in related field

```
SEP - TABULATION OF FIRST SOURCE OF INFORMATION ABOUT SPECIAL EDUCATION

     SIMPLE TABULATION, NO.  4

      QUESTION  15 - WHAT WAS 1ST SOURCE OF INFO. ABOUT SPEC. ED. - 1ST RESP

        CODE      FREQ.      (1)       (2)
        ----      -----     -----     -----
          0      177.24     23.95
          1       15.97      2.16      2.84
          2      151.20     20.43     26.87
          3        4.32       .58       .77
          4        1.00       .14       .18
          5        1.00       .14       .18
          6       56.48      7.63     10.04
          7       43.78      5.92      7.78
          8      181.79     24.57     32.30
          9        9.33      1.26      1.66
         10       23.98      3.24      4.26
         11        1.00       .14       .18
         12       17.65      2.39      3.14
         13       33.79      4.57      6.00
         14        1.00       .14       .18
         16        4.33       .59       .77
         17        3.00       .41       .53
         18       13.16      1.78      2.34
                 ---------  ------    ------
        TOTAL    740.02    100.00    100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                        (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                        (EXCLUDING NON-RESPONSE CATEGORY)
```

```
SEP - TABULATION OF FIRST SOURCE OF INFORMATION ABOUT SPECIAL EDUCATION

     SIMPLE TABULATION, NO.  5

      QUESTION  15 - WHAT WAS 1ST SOURCE OF INFO. ABOUT SPEC. ED. - 2ND RESP

        CODE      FREQ.      (1)       (2)
        ----      -----     -----     -----
          0      694.05     93.79
          1        2.00       .27      4.35
          2       11.32      1.53     24.62
          6        4.00       .54      8.70
          7        8.33      1.13     18.12
          8       12.16      1.64     26.45
         10        1.00       .14      2.18
         13        5.16       .70     11.22
         18        2.00       .27      4.35
                 ---------  ------    ------
        TOTAL    740.02    100.00    100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                        (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                        (EXCLUDING NON-RESPONSE CATEGORY)
```

0= no response or blank
1= local Bd. of Education
2= college EH Dept. or clinic or course related to OR dealing w/EH
3= parents or relatives of handicapped children or adults
4= handicapped relative(s) or immediate family
5= assembly, career day, seminar, clubs, discussions, etc.of Sp.E.
6= individuals concerned w/if not professionally involved w/EH field
7= EH materials or media
8= observing or conversing w/students or professionals in EH
9= medical or vocational institution
10= advisors, counselors, etc.
11= camps, day care centers, etc.
12= charity, organizations, associations, etc. for the handicapped
13= personal contact with handicapped child or children
14= early grade school knowledge of EH class
16= pre-professional work in EH
17= opportunity for funding, grants
18= other

```
SEP - TABULATION OF MAIN SOURCES OF INFORMATION ABOUT SPECIAL EDUCATION

     SIMPLE TABULATION, NO.  6

      QUESTION  16 - WHAT WERE MAIN SOURCES INFO. ABOUT SPEC. ED. - 1ST RESP

        CODE        FREQ.        (1)        (2)
        ----        -----       -----      -----
          0        273.19       36.92
          1          5.16         .70       1.11
          2        110.36       14.91      23.64
          3          2.00         .27        .43
          4          1.00         .14        .21
          6         43.13        5.83       9.24
          7         62.93        8.50      13.48
          8        162.14       21.91      34.73
          9          7.33         .99       1.57
         10         17.82        2.41       3.82
         12         14.49        1.96       3.10
         13         34.47        4.66       7.38
         14          1.00         .14        .21
         15          1.00         .14        .21
         16          1.00         .14        .21
         17          1.00         .14        .21
         18          2.00         .27        .43
                  --------      ------     ------
        TOTAL      740.02      100.00     100.00


     COLUMN TITLES -
       (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                     (INCLUDING NON-RESPONSE CATEGORY)
       (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                     (EXCLUDING NON-RESPONSE CATEGORY)
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SEP - TABULATION OF MAIN SOURCES OF INFORMATION ABOUT SPECIAL EDUCATION

     SIMPLE TABULATION, NO.  7

      QUESTION  16 - WHAT WERE MAIN SOURCES INFO. ABOUT SPEC. ED. - 2ND RESP

        CODE        FREQ.        (1)        (2)
        ----        -----       -----      -----
          0        619.67       83.74
          1          2.00         .27       1.66
          2         29.45        3.98      24.47
          5          1.00         .14        .83
          6         10.49        1.42       8.72
          7         32.78        4.43      27.24
          8         26.48        3.58      22.00
         10          6.66         .90       5.53
         12          4.49         .61       3.73
         13          5.00         .68       4.15
         15          1.00         .14        .83
         16          1.00         .14        .83
                  --------      ------     ------
        TOTAL      740.02      100.00     100.00


     COLUMN TITLES -
       (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                     (INCLUDING NON-RESPONSE CATEGORY)
       (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                     (EXCLUDING NON-RESPONSE CATEGORY)
```

0= no response or blank
1= local Bd. of Education
2= college EH Dept. or clinic or course related to OR dealing w/EH
3= parents or relatives of handicapped children or adults
4= handicapped relative(s) or immediate family
5= assembly, career day, seminar, clubs, discussions, etc. of Sp.E.
6= individuals concerned with if not professionally involved with EH field
7= EH materials or media
8= observing or conversing with students or professionals in EH
9= medical or vocational institution
10= advisors, counselors, etc.
12= charity, organizations, associations, etc. for the handicapped
13= personal contact with handicapped child or children
14= early grade school knowledge of EH class
15= taught in EH capacity without formal training
16= pre-professional work in EH
17= opportunity for funding, grants
18= other

```
SEP - TABULATION OF PRESENT TITLE OF SPECIAL EDUCATION PRACTITIONERS

     SIMPLE TABULATION, NO. 8

      QUESTION  18A - WHAT IS YOUR PRESENT TITLE

        CODE       FREQ.       (1)        (2)
        ----       -----      -----      -----
          0       220.03      29.73
          1        30.82       4.16       5.93
          2        58.79       7.94      11.31
          3        37.61       5.08       7.23
          4       292.18      39.46      56.19
          5        47.59       6.43       9.15
          6        40.00       5.41       7.69
          7        10.00       1.35       1.92
          8         3.00        .41        .58
                 --------     ------     ------
        TOTAL     740.02     100.00     100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                      (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                      (EXCLUDING NON-RESPONSE CATEGORY)
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SEP - TABULATION OF CURRENT WORK SETTING FOR SPECIAL EDUCATION PRACTITIONERS
 SIMPLE TABULATION, NO.  9

  QUESTION  18B - WHAT IS YOUR CURRENT WORK SETTING - 1ST RESPONSE

    CODE        FREQ.       (1)        (2)
    ----        -----      -----      -----
      0        159.94      21.61
      1        453.79      61.32      78.23
      2          8.33       1.13       1.44
      3          4.33        .59        .75
      4          3.32        .45        .57
      5         92.00      12.43      15.86
      6          2.00        .27        .34
      7          1.00        .14        .17
      8          3.33        .45        .57
      9          3.33        .45        .57
     10          8.65       1.17       1.49
              --------     ------     ------
    TOTAL      740.02     100.00     100.00


  COLUMN TITLES -
    (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                  (INCLUDING NON-RESPONSE CATEGORY)
    (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                  (EXCLUDING NON-RESPONSE CATEGORY)
```

QUESTION 18A

0= blank or incorrect response
1= Supervisor
2= Director
3= Coordinator
4= Teacher
5= Therapist

QUESTION 18A

6= Associate Prof.
7= Professor
8= Chairman of Dept.

```
SEP - TABULATION OF CURRENT WORK SETTING FOR SPECIAL EDUCATION PRACTITIONERS

     SIMPLE TABULATION, NO. 10

      QUESTION  18B - WHAT IS YOUR CURRENT WORK SETTING - 2ND RESPONSE

        CODE       FREQ.       (1)        (2)
        ----       -----      -----      -----
          0       726.69      98.20
          1         1.00        .14       7.50
          4         1.00        .14       7.50
          5         4.33        .59      32.48
          6         2.00        .27      15.00
          7         1.00        .14       7.50
          8         3.00        .41      22.51
         10         1.00        .14       7.50
                 --------     ------     ------
        TOTAL     740.02     100.00     100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                      (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                      (EXCLUDING NON-RESPONSE CATEGORY)
```

QUESTION 18B

0= blank - no response
1= Public School
2= Private School
3= Government Agency
4= Private Agency
5= College or University

6= Clinic
7= Hospital
8= Rehabilitation Center
9= Local or State Bd. of Education
10= other

```
SEP - TABULATION OF SITUATION OF FIRST CONTACT WITH HANDICAPPED CHILDREN

     SIMPLE TABULATION, NO. 11

      QUESTION  21A - IN WHAT SITUATION WAS 1ST CONTACT WITH H.C. CHILDREN

        CODE       FREQ.      (1)        (2)
        ----       -----      -----      -----
          0        54.92      7.42
          1        95.25      12.87      13.90
          2        35.95      4.86       5.25
          3       425.87      57.55      62.16
          4        73.10      9.88       10.67
          5        25.29      3.42       3.69
          7        29.64      4.01       4.33
                  ---------   ------     ------
        TOTAL     740.02      100.00     100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                        (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                        (EXCLUDING NON-RESPONSE CATEGORY)
```

QUESTION 21A

0= blank or incorrect response
1= home or neighborhood
2= camp or related situation
3= school
4= medical or vocational institution
5= charity organization, association for the handicapped etc.
7= college EH Dept. or clinic, or course dealing with or related to EH

```
SEP - TABULATION OF RELATIONSHIP T3 HANDICAPPED CHILDREN FIRST CONTACTED

     SIMPLE TABULATION, NO. 12

      QUESTION  21B - WHAT WAS RELATIONSHIP TO 1ST H.C. PERSON CONTACTED

        CODE       FREQ.      (1)        (2)
        ----       -----      -----      -----
        BLANK     128.00      17.30
          0       305.46      41.28      49.91
          1        27.97      3.78       4.57
          2        72.78      9.83       11.89
          3        26.64      3.60       4.35
          4        59.11      7.99       9.66
          5        34.14      4.61       5.58
          6        54.95      7.43       8.98
          7        16.97      2.29       2.77
          8         2.00      .27        .33
          9        12.00      1.62       1.96
                  ---------   ------     ------
        TOTAL     740.02      100.00     100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                        (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                        (EXCLUDING NON-RESPONSE CATEGORY)
```

QUESTION 21B

0= blank or no response
1= teacher or clinician
2= immediate family
3= student teacher
4= secondary relatives
5= pre-professional work in EH
6= observing or conversing with students or professionals in EH
7= friend and/or neighbor
8= classmate
9= personal handicap

```
SEP - TABULATION OF PRACTITIONERS WITH PERSONAL OR FAMILY HANDICAP
     SIMPLE TABULATION, NO. 13

      QUESTION  22 - ARE YOU OR IS A MEMBER OF YOUR FAMILY HANDICAPPED

        CODE      FREQ.      (1)       (2)
        ----      -----     -----     -----
          0       19.28      2.61
          1       92.59     12.51     12.85
          2      628.15     84.88     87.15
               ---------    ------    ------
        TOTAL    740.02    100.00    100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                    (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                    (EXCLUDING NON-RESPONSE CATEGORY)
```

QUESTION 22

0= no response
1= yes
2= no

QUESTION 28A

0= no
1= returned to field in other area of EH
2= returned to field after mariage

```
SEP - TABULATION OF PRACTITIONERS WHO RETURNED TO PRACTICE AFTER LEAVING FIELD
     SIMPLE TABULATION, NO. 14

      QUESTION  28A - DID YOU RETURN TO PRACTICE IN SPECIAL EDUCATION

        CODE      FREQ.      (1)       (2)
        ----      -----     -----     -----
          0      675.94     91.34
          1        3.16       .43      4.93
          2       60.92      8.23     95.07
               ---------    ------    ------
        TOTAL    740.02    100.00    100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                    (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                    (EXCLUDING NON-RESPONSE CATEGORY)
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```
SEP - TAB OF AVG. SEMESTER HRS. WHEN ENTERING TRAINING - BY PL 85-926 FUNDING

     AVERAGE-PER----- TABULATION, NO.  1

      MAIN QUESTION  FUNDING FLAG - EVER FUNDED BY PL 85-926
         AVERAGED QUESTION  11 - HOW MANY COLLEGE SEMESTER HRS. WHEN ENTERED E.H. TRAIN.

       M.Q.                                           A.Q.
       CODE       FREQ.        (1)          (2)       AVERAGE
       ----       -----       -----        -----      -------
         0        73.93        9.99            0       36.463
         1       128.23       17.33        19.25       49.629
         2       537.86       72.68        80.75       37.419
               ---------    ------       ------
       TOTAL     740.02      100.00       100.00

      COLUMN TITLES -
        (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                         (INCLUDING NON-RESPONSE CATEGORY)
        (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                         (EXCLUDING NON-RESPONSE CATEGORY)
```

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SEP - CROSS-TAB OF RECIPIENTS OF ANY FUNDING BY SEX
     NUMERIC CROSS-TAB, NO.  1

   ROW QUESTION  1 - WHAT IS YOUR SEX

    COL. QUESTION  FUNDING FLAG - EVER FUNDED BY ANYTHING

          ----------------------- ANY FUNDING -----------------------
          *********** YES ***********         *********** NO  ***********
CODE       FREQ.       (1)        (2)          FREQ.       (1)        (2)
----       -----      -----      -----         -----      -----      -----
  0        10.97       2.77                     9.32       3.45
  1       224.24      56.66      58.28        186.76      69.09      71.55
  2       160.55      40.57      41.72         74.25      27.47      28.45
          --------   ------     ------        --------   ------     ------
TOTAL     395.76     100.00     100.00        270.33     100.00     100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                      (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                      (EXCLUDING NON-RESPONSE CATEGORY)
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SEP - CROSS-TAB OF PL 85-926 RECIPIENTS/NON-RECIPIENTS BY SEX
     NUMERIC CROSS-TAB, NO.  2

   ROW QUESTION  1 - WHAT IS YOUR SEX

    COL. QUESTION  FUNDING FLAG - EVER FUNDED BY PL 85-926

          ----------------------- PL FUNDING -----------------------
          *********** YES ***********         *********** NO  ***********
CODE       FREQ.       (1)        (2)          FREQ.       (1)        (2)
----       -----      -----      -----         -----      -----      -----
  0         2.16       1.64                    18.13       3.37
  1        65.61      51.17      52.04        345.39      64.22      66.46
  2        60.46      47.15      47.96        174.34      32.41      33.54
          --------   ------     ------        --------   ------     ------
TOTAL     128.23     100.00     100.00        537.86     100.00     100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                      (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                      (EXCLUDING NON-RESPONSE CATEGORY)
```

0= blank or incorrect response
1= female
2= male

```
SEP - CROSS-TAB OF THOSE WHO EVER TRAINED FOR A SPEC. ED. CAREER BY SEP TYPE

     NUMERIC CROSS-TAB, NO.  3

   ROW QUESTION  6 - EVER TRAIN FOR A CAREER IN SPECIAL EDUCATION

    COL. QUESTION   - TYPE OF SEP RESPONDING

        -------------------------------------   SEP TYPE  -------------------------------------
        ********** REG. **********        ********** UNIV **********       ********** ADMN **********
CODE      FREQ.      (1)      (2)          FREQ.      (1)      (2)           FREQ.      (1)      (2)
----      -----     -----    -----         -----     -----    -----          -----     -----    -----
 0        22.45     4.70                    4.00      3.96                    1.00       .62
 1       364.07    76.19    79.95          87.00     86.14    89.69          115.38     71.59    72.04
 2        91.33    19.11    20.05          10.00      9.90    10.31           44.79     27.79    27.96
        --------   ------   ------       --------    ------   ------        --------    ------   ------
TOTAL    477.85   100.00   100.00         101.00    100.00   100.00          161.17    100.00   100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                    (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                    (EXCLUDING NON-RESPONSE CATEGORY)
```

0= blank or incorrect response
1= yes
2= no

```
SEP - CROSS-TAB OF THOSE WHO EVER TRAINED FOR A SPECIAL EDUC. CAREER BY SEX

     NUMERIC CROSS-TAB, NO.  4

   ROW QUESTION  6 - EVER TRAIN FOR A CAREER IN SPECIAL EDUCATION

    COL. QUESTION  1 - WHAT IS YOUR SEX

        -------------------------------------   SEX   -------------------------------------
        ********** N.R. **********        ********** FEM. **********       ********** MALE **********
CODE      FREQ.      (1)      (2)          FREQ.      (1)      (2)           FREQ.      (1)      (2)
----      -----     -----    -----         -----     -----    -----          -----     -----    -----
 0         2.16     9.14                   14.81      3.26                   10.46      3.99
 1        14.81    62.70    69.01         354.97     78.25    80.89          196.67     74.84    77.95
 2         6.65    28.15    30.99          83.84     18.48    19.11           55.63     21.17    22.05
        --------   ------   ------       --------    ------   ------        --------    ------   ------
TOTAL     23.62   100.00   100.00         453.62    100.00   100.00          262.76    100.00   100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                    (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                    (EXCLUDING NON-RESPONSE CATEGORY)
```

```
SEP - CROSS-TAB OF MARITAL STATUS UPON ENTERING E.H. TRAINING BY SEX
     NUMERIC CROSS-TAB. NO.  5

   ROW QUESTION  9 - WHEN ENTERING E.H. TRAINING, WHAT WAS MARITAL STATUS

    COL. QUESTION  1 - WHAT IS YOUR SEX

        ------------------------------------------  SEX  ----------------------------------------
        ********** N.R. **********         ********** FEM. **********        ********** MALE **********
CODE     FREQ.     (1)      (2)          FREQ.     (1)      (2)          FREQ.     (1)      (2)
----     -----    -----    -----         -----    -----    -----         -----    -----    -----
 0        9.81    41.53                 104.98    23.14                  62.95    23.96
 1        5.00    21.17    36.21        176.80    38.98    50.71         89.41    34.02    44.74
 2        8.81    37.30    63.79        149.71    33.00    42.94        101.61    38.67    50.85
 3           0        0        0          8.00     1.76     2.29          7.65     2.91     3.83
 4           0        0        0         14.13     3.11     4.05          1.16      .44      .58
      --------   ------   ------      --------   ------   ------      --------   ------   ------
TOTAL    23.62   100.00   100.00        453.62   100.00   100.00        262.76   100.00   100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                    (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                    (EXCLUDING NON-RESPONSE CATEGORY)
```

0= blank or incorrect response
1= single
2= married
3= divorced
4= widowed

```
SEP - CROSS-TAB OF MARITAL STATUS UPON ENTERING E.H. TRAINING BY PL FUND. STATUS
     NUMERIC CROSS-TAB. NO.  6

   ROW QUESTION  9 - WHEN ENTERING E.H. TRAINING, WHAT WAS MARITAL STATUS

    COL. QUESTION  FUNDING FLAG - EVER FUNDED BY PL 85-926

        ----------------------- PL FUNDING -----------------------
        ********** YES **********          ********** NO **********
CODE     FREQ.     (1)      (2)          FREQ.     (1)      (2)
----     -----    -----    -----         -----    -----    -----
 0       17.65    13.76                 134.31    24.97
 1       47.80    37.28    43.23        210.25    39.09    52.10
 2       55.29    43.12    50.00        171.85    31.95    42.58
 3        3.00     2.34     2.71         11.65     2.17     2.89
 4        4.49     3.50     4.06          9.80     1.82     2.43
      --------   ------   ------      --------   ------   ------
TOTAL   128.23   100.00   100.00        537.86   100.00   100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                    (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                    (EXCLUDING NON-RESPONSE CATEGORY)
```

```
SEP - CROSS-TAB OF ACADEMIC DEGREE HELD WHEN ENTERED E.H. TRAINING BY PL FUNDING

     NUMERIC CROSS-TAB, NO.  7

   ROW QUESTION  118 - WHAT FORMAL EDUC. DEGREE HELD WHEN ENTERED E.H. TRAIN.

    COL. QUESTION  FUNDING FLAG - EVER FUNDED BY PL 85-926

          ----------------------  PL FUNDING  ----------------------
          ********** YES **********        ********** NO  **********
CODE        FREQ.      (1)        (2)          FREQ.      (1)        (2)
----        -----     -----      -----         -----     -----      -----
  0         25.82     20.14                   199.56     37.10
  1         22.14     17.27      21.62         78.43     14.58      23.18
  2          4.16      3.24       4.06         19.47      3.62       5.76
  3         65.62     51.17      64.08        202.93     37.73      59.99
  4         10.49      8.18      10.24         34.47      6.41      10.19
  5             0         0          0          1.00       .19        .30
  6             0         0          0          2.00       .37        .59
          --------   ------     ------       --------    ------     ------
TOTAL      128.23    100.00     100.00        537.86    100.00     100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                    (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                    (EXCLUDING NON-RESPONSE CATEGORY)
```

0= blank or incorrect response
1= none
2= A.A.
3= B.A.
4= M.A.
5= Ed.S
6= Doct.

```
SEP - CROSS-TAB OF DISTANCE TRAVELED TO UNIV. FOR SP. ED. TRAIN./ PL FUND STATUS

     NUMERIC CROSS-TAB, NO.  8

   ROW QUESTION  12 - MILES FROM HOME TO UNIV. ATTENDED FOR SPEC. ED. TRAIN.

    COL. QUESTION  FUNDING FLAG - EVER FUNDED BY PL 85-926

          ----------------------  PL FUNDING  ----------------------
          ********** YES **********        ********** NO  **********
CODE        FREQ.      (1)        (2)          FREQ.      (1)        (2)
----        -----     -----      -----         -----     -----      -----
  0         13.49     10.52                   118.50     22.03
  1         23.98     18.71      20.90         88.42     16.44      21.08
  2         38.13     29.74      33.23        104.53     19.43      24.93
  3         39.47     30.78      34.40        186.43     34.66      44.46
  4          5.00      3.90       4.36         26.65      4.95       6.35
  5          8.16      6.36       7.11         13.33      2.48       3.18
          --------   ------     ------       --------    ------     ------
TOTAL      128.23    100.00     100.00        537.86    100.00     100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                    (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                    (EXCLUDING NON-RESPONSE CATEGORY)
```

0= no response or error
1= 0-10
2= 10-50
3= 50-500
4= 500-1000
5= over 1000

```
SEP - CROSS-TAB OF IMPACT OF AVAIL. FINANCIAL AID ON DECISION TO ENTER E.H./SEX
     NUMERIC CROSS-TAB, NO.  9

    ROW QUESTION  13 - DID AMT. + KIND OF FINANCIAL AID AVAIL HELP MOTIV. YOU

     COL. QUESTION  1 - WHAT IS YOUR SEX

        ----------------------------------------  SEX  ------------------------------------------
        ********** N.R. **********        ********** FEM. **********        ********** MALE **********
CODE     FREQ.      (1)       (2)          FREQ.      (1)       (2)          FREQ.      (1)       (2)
----     -----     -----     -----         -----     -----     -----         -----     -----     -----
  0       6.65     28.15                   97.50     21.49                   58.96     22.44
  1       6.32     26.76     37.24        233.57     51.49     65.59        135.37     51.51     66.42
  2       4.49     19.01     26.46         35.12      7.74      9.86         23.81      9.06     11.68
  3       1.00      4.23      5.89         43.30      9.55     12.16         20.16      7.67      9.89
  4       5.16     21.85     30.41         44.13      9.73     12.39         24.48      9.32     12.01
        --------  ------    ------       --------   ------    ------       --------   ------    ------
TOTAL    23.62    100.00    100.00        453.62    100.00    100.00        262.78    100.00    100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                    (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                    (EXCLUDING NON-RESPONSE CATEGORY)
```

0= no response
1= not at all
2= very little
3= moderately
4= very much

```
SEP - CROSS-TAB OF IMPACT OF FINANCIAL AID ON DECISION TO ENTER E.H. BY SEP TYPE
     NUMERIC CROSS-TAB, NO. 10

    ROW QUESTION  13 - DID AMT. + KIND OF FINANCIAL AID AVAIL HELP MOTIV. YOU

     COL. QUESTION   - TYPE OF SEP RESPONDING

        ---------------------------------------  SEP TYPE  ---------------------------------------
        ********** REG. **********        ********** UNIV **********        ********** ADMI **********
CODE     FREQ.      (1)       (2)          FREQ.      (1)       (2)          FREQ.      (1)       (2)
----     -----     -----     -----         -----     -----     -----         -----     -----     -----
  0     106.32     22.25                   12.00     11.88                   44.79     27.79
  1     234.03     48.98     62.99         54.00     53.47     60.67         87.23     54.12     74.95
  2      49.93     10.45     13.44          5.00      4.95      5.62          8.49      5.27      7.30
  3      38.13      7.98     10.26         15.00     14.85     16.85         11.33      7.03      9.74
  4      49.44     10.35     13.31         15.00     14.85     16.85          9.33      5.79      8.02
        --------  ------    ------       --------   ------    ------       --------   ------    ------
TOTAL   477.85    100.00    100.00        101.00    100.00    100.00        161.17    100.00    100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                    (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                    (EXCLUDING NON-RESPONSE CATEGORY)
```

```
SEP - CROSS-TAB SHOWING IMPACT OF DRAFT ON DECISION OF MALES TO ENTER SPEC. ED.

     NUMERIC CROSS-TAB. NO. 11

   ROW QUESTION  14 - WHEN ENTERED E.H. THINK IT WOULD IMPROVE DRAFT STATUS

    COL. QUESTION  1 - WHAT IS YOUR SEX

        ---------------------------------------     SEX    --------------------------------------
        ********** N.R. **********          ********** FEM. **********          ********** MALE **********
CODE     FREQ.      (1)       (2)            FREQ.      (1)       (2)            FREQ.      (1)       (2)
----     -----     -----     -----           -----     -----     -----           -----     -----     -----
  0       6.65     28.15                    107.16     23.62                     59.63     22.69
  1       2.00      8.47     11.79            3.33       .73       .96            5.00      1.90      2.46
  2       3.00     12.70     17.68           10.16      2.24      2.93           85.41     32.50     42.04
  3      11.97     50.68     70.54          332.97     73.40     96.11          112.74     42.90     55.50
        --------   ------    ------         --------    ------    ------        --------    ------    ------
TOTAL    23.62    100.00    100.00          453.62    100.00    100.00          262.76    100.00    100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                      (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                      (EXCLUDING NON-RESPONSE CATEGORY)
```

0= no response
1= yes
2= no
3= not applicable

```
SEP - CROSS-TAB OF QUALITY OF TRAINING EVALUATIONS GIVEN BY PL 85-92a FUNDING
     NUMERIC CROSS-TAB, NO. 12

    ROW QUESTION  17 - HOW EVALUATE QUALITY OF E.H. TRAINING THUS FAR

     COL. QUESTION  FUNDING FLAG - EVER FUNDED BY PL 85-9-6

          ----------------------- PL FUNDING ------------------------
          ********** YES **********          ********** NO  **********
CODE      FREQ.      (1)      (2)          FREQ.      (1)       (2)
----      -----     -----    -----         -----     -----     -----
  0       14.65     11.42                  133.32    24.79
  1       44.48     34.69    39.16         168.29    31.29     41.60
  2       54.78     42.72    48.23         200.61    37.30     49.59
  3       12.32      9.61    10.85          28.64     5.32      7.08
  4        2.00      1.56     1.76           7.00     1.30      1.73
         --------   ------   ------        --------   ------    ------
TOTAL    128.23    100.00   100.00         537.86    100.00    100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                      (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                      (EXCLUDING NON-RESPONSE CATEGORY)


SEP - CROSS-TAB OF QUALITY OF TRAINING EVALUATIONS GIVEN BY EACH SEP TYPE
     NUMERIC CROSS-TAB, NO. 13

    ROW QUESTION  17 - HOW EVALUATE QUALITY OF E.H. TRAINING THUS FAR

     COL. QUESTION   - TYPE OF SEP RESPONDING

          ------------------------------------ SEP TYPE -------------------------------------
          ********** REG. **********      ********** UNIV **********      ********** ADMN **********
CODE      FREQ.      (1)      (2)         FREQ.      (1)      (2)         FREQ.      (1)      (2)
----      -----     -----    -----        -----     -----    -----        -----     -----    -----
  0      111.80     23.40                 16.00     15.84                 45.95     28.51
  1      138.82     29.05    37.92        36.00     35.64    42.35        57.28     35.54    49.71
  2      185.10     38.74    50.57        40.00     39.60    47.06        49.78     30.89    43.20
  3       33.80      7.07     9.23         7.00      6.93     8.24         5.16      3.20     4.48
  4        8.33      1.74     2.28         2.00      1.98     2.35         3.00      1.86     2.60
         --------   ------   ------       --------   ------   ------       --------   ------   ------
TOTAL ,  477.85    100.00   100.00       101.00    100.00   100.00       161.17    100.00   100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                      (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                      (EXCLUDING NON-RESPONSE CATEGORY)
```

0= no response
1= excellent
2= good
3= fair
4= poor

```
SEP - CROSS-TAB OF PRESENT TITLE BY PL 85-926 FUNDING STATUS

     NUMERIC CROSS-TAB, NO. 14

   ROW QUESTION  18A - WHAT IS YOUR PRESENT TITLE

    COL. QUESTION  FUNDING FLAG - EVER FUNDED BY PL 85-926

          ---------------------- PL FUNDING ---------------------
          ********** YES **********      ********** NO  **********
CODE        FREQ.      (1)      (2)          FREQ.     (1)     (2)
----        -----    -----    -----          -----   -----   -----
  0         23.14    18.05                  167.11   31.07
  1          9.33     7.28     8.88          20.49    3.81    5.53
  2          8.00     6.24     7.61          44.79    8.33   12.08
  3         14.14    11.03    13.46          18.14    3.37    4.89
  4         52.29    40.78    49.76         213.07   39.61   57.47
  5          5.33     4.16     5.07          39.26    7.30   10.59
  6         16.00    12.48    15.23          22.00    4.09    5.93
  7             0        0        0          10.00    1.86    2.70
  8             0        0        0           3.00     .56     .81
         --------   ------   ------       --------  ------  ------
TOTAL      128.23   100.00   100.00         537.86  100.00  100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                      (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                      (EXCLUDING NON-RESPONSE CATEGORY)
```

0= blank or incorrect response
1= Supervisor
2= Director
3= Coordinator
4= Teacher
5= Therapist
6= Associate Prof.
7= Professor
8= Chairman of Dept.

```
SEP - CROSS-TAB OF CURRENT WORK SETTING BY PL 85-926 FUNDING STATUS

     NUMERIC CROSS-TAB, NO. 15

   ROW QUESTION  18B - WHAT IS YOUR CURRENT WORK SETTING - 1ST RESPONSE

    COL. QUESTION  FUNDING FLAG - EVER FUNDED BY PL 85-926

          ---------------------- PL FUNDING ---------------------
          ********** YES **********      ********** NO  **********
CODE        FREQ.      (1)      (2)          FREQ.     (1)     (2)
----        -----    -----    -----          -----   -----   -----
  0         12.49     9.74                  122.67   22.81
  1         74.92    58.43    64.73         336.72   62.60   81.10
  2          1.00      .78      .86           6.33    1.18    1.52
  3             0        0        0           4.33     .81    1.04
  4             0        0        0           3.32     .62     .80
  5         32.00    24.96    27.65          54.00   10.04   13.01
  6             0        0        0           2.00     .37     .48
  7             0        0        0           1.00     .19     .24
  8          3.33     2.60     2.88              0       0       0
  9          3.33     2.60     2.88              0       0       0
 10          1.16      .90     1.00           7.49    1.39    1.80
         --------   ------   ------       --------  ------  ------
TOTAL      128.23   100.00   100.00         537.86  100.00  100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                      (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                      (EXCLUDING NON-RESPONSE CATEGORY)
```

0= blank - no response
1= Public School
2= Private School
3= Government Agency
4= Private Agency
5= College or University
6= Clinic
7= Hospital
8= Rehabilitation Center
9= Local or State Bd. of Education
10= other

```
SEP - CROSS-TAB OF THOSE WHO HAVE LEFT PRACTICE AND PLAN TO RETURN/  BY PL FUND.
     NUMERIC CROSS-TAB, NO. 16

   ROW QUESTION  29A - WILL YOU EVER RETURN TO SPECIAL EDUCATI N PRACTICE

    COL. QUESTION  FUNDING FLAG - EVER FUNDED BY PL 85-926

        ----------------------- PL FUNDING -----------------------
        ********** YES **********       ********** NO   **********
CODE      FREQ.      (1)       (2)           FREQ.      (1)       (2)
----      -----     -----     -----          -----     -----     -----
  0      122.91     95.85                   497.26     92.45
  1           0         0         0           1.00       .19      2.46
  2        4.32      3.37     81.20          35.60      6.62     87.68
  3        1.00       .78     18.80           4.00       .74      9.85
        --------   ------    ------        --------   ------    ------
TOTAL    128.23    100.00    100.00         537.86    100.00    100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                   (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                   (EXCLUDING NON-RESPONSE CATEGORY)


SEP - CROSS-TAB OF THOSE WHO HAVE LEFT PRACTICE AND PLAN TO RETURN/  BY SEX
     NUMERIC CROSS-TAB, NO. 17

   ROW QUESTION  29A - WILL YOU EVER RETURN TO SPECIAL EDUCATI N PRACTICE

    COL. QUESTION  1 - WHAT IS YOUR SEX

        ------------------------------------      SEX     ------------------------------------
        ********** N.R. **********       ********** FEM. **********       ********** MALE **********
CODE      FREQ.      (1)       (2)           FREQ.      (1)       (2)           FREQ.      (1)       (2)
----      -----     -----     -----          -----     -----     -----          -----     -----     -----
  0       22.46     95.09                   416.35     91.78                   244.81     93.16
  1           0         0         0              0         0         0           1.00       .38      5.56
  2        1.16      4.91    100.00          32.27      7.11     86.58          16.97      6.46     94.44
  3           0         0         0           5.00      1.10     13.42              0         0         0
        --------   ------    ------        --------   ------    ------        --------   ------    ------
TOTAL     23.62    100.00    100.00         453.62    100.00    100.00         262.76    100.00    100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                   (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                   (EXCLUDING NON-RESPONSE CATEGORY)
```

0=no response
1=yes
2=no
3=undecided

```
SEP - CROSS-TAB OF WHETHER SEP WILL REMAIN IN E.H. AT LEAST 5 MORE YRS./ PL FUND
     NUMERIC CROSS-TAB, NO. 18

   ROW QUESTION  30 - WILL REMAIN 5 MORE YRS.  IF NO, WILL RETURN TO IT LATER

    COL. QUESTION  FUNDING FLAG - EVER FUNDED BY PL 85-9-6

         ----------------------- PL FUNDING -----------------------
         ********** YES **********        ********** NO  **********
CODE       FREQ.      (1)      (2)          FREQ.     (1)      (2)
----       -----     -----    -----         -----    -----    -----
  0         7.00      5.46                  43.09     8.01
  1       104.25     81.30    85.99        425.99    79.20    86.10
  2        13.98     10.90    11.53         39.47     7.34     7.98
  3         3.00      2.34     2.47         29.31     5.45     5.92
         --------   ------   ------      --------   ------   ------
TOTAL     128.23    100.00   100.00        537.86   100.00   100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                      (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                      (EXCLUDING NON-RESPONSE CATEGORY)
```

0= no
1= yes
2= no, yes
3= no,no

```
SEP - CROSS-TAB OF PRESENT AGE BY SEX

     RANGE CROSS-TAB, NO. 1

   ROW QUESTION  2 - WHAT IS YOUR PRESENT AGE

    COL. QUESTION  1 - WHAT IS YOUR SEX

                --------------------------------------       SEX      ----------------------------------------
    AGE         *********** N.R. ***********       *********** FEM. ***********       *********** MALE ***********
   RANGE           FREQ.     (1)      (2)             FREQ.     (1)      (2)             FREQ.     (1)      (2)
  --------         -----    -----    -----            -----    -----    -----            -----    -----    -----
 NO RESP.              0        0                         0        0                         0        0
   16-   17            0        0        0                0        0        0             1.16      .46      .46
   20-   21            0        0        0             2.00      .52      .52                0        0        0
   22-   25         6.49    35.48    37.89            95.40    24.71    24.93            17.98     7.10     7.10
   26-   30         3.00    16.40    17.51            63.91    16.56    16.70            37.12    14.65    14.65
   31-   35         1.16     6.34     6.77            56.27    14.58    14.70            32.81    12.95    12.95
   36-   40         3.16    17.28    18.45            44.59    11.55    11.65            57.49    22.70    22.70
   41-   45            0        0        0            31.81     8.24     8.31            38.30    15.12    15.12
   46-   55         3.32    18.15    19.38            80.41    20.83    21.01            59.95    23.67    23.67
   56-   99            0        0        0             8.32     2.16     2.17             8.49     3.35     3.35
 OUT-RANGE          1.16     6.34                      3.32      .86                         0        0
                 --------  ------   ------          --------   ------   ------          --------   ------   ------
  TOTAL            18.29   100.00   100.00           386.03   100.00   100.00           253.30   100.00   100.00

     COLUMN TITLES -
       (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                      (INCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
       (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                      (EXCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
```

Note: Totals do not include AGE nonresponses on SES Range Tabs
Totals may vary from tab to tab.

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SEP - CROSS-TAB OF AGE WHEN ENTERED TEACHER TRAINING BY PL 85-926 FUNDING STATUS

     RANGE CROSS-TAB, NO.  3

   ROW QUESTION  5 - AT WHAT AGE DID YOU FIRST ENTER TEACHER TRAINING

    COL. QUESTION  FUNDING FLAG - EVER FUNDED BY PL 85-926

               ----------------------- PL FUNDING ------------------------
   AGE         *********** YES ***********         *********** 0  ***********
  RANGE          FREQ.       (1)       (2)             FREQ.      (1)       (2)
 -------         -----      -----     -----            -----     -----     -----
NO RESP.             0          0                          0         0
  10-   15           0          0         0             5.33      1.00      1.04
  16-   17        9.66       7.60      8.00            79.22     14.88     15.43
  18-   19       42.80      33.68     35.45           173.28     32.56     33.74
  20-   21       28.47      22.40     23.58           104.40     19.62     20.33
  22-   25       16.00      12.59     13.25            84.08     15.80     16.37
  26-   30       15.49      12.19     12.83            30.97      5.82      6.03
  31-   35        4.00       3.15      3.31            13.32      2.50      2.59
  36-   40        1.00        .79       .83             7.16      1.35      1.39
  41-   45           0          0         0             8.64      1.62      1.68
  46-   55        3.33       2.62      2.76             7.16      1.35      1.39
OUT-RANGE         6.32       4.97                      18.66      3.51
               --------    ------    ------         --------    ------    ------
 TOTAL          127.07     100.00    100.00           532.22    100.00    100.00

SEP - CROSS-TAB OF AGE WHEN ENTERED TEACHER TRAINING BY SEX

     RANGE CROSS-TAB, NO.  2

   ROW QUESTION  5 - AT WHAT AGE DID YOU FIRST ENTER TEACHER TRAINING

    COL. QUESTION  FUNDING FLAG - EVER FUNDED BY PL 85-926

               ----------------------------------------   SEX   ------------------------------------------
   AGE         *********** NR ***********        *********** Fem. ***********        *********** Male ***********
  RANGE          FREQ.      (1)       (2)            FREQ.      (1)       (2)            FREQ.      (1)       (2)
 -------         -----     -----     -----           -----     -----     -----           -----     -----     -----
NO RESP.             0         0                         0         0                         0         0
  10-   15           0         0         0            6.33      1.40      1.46                0         0         0
  16-   17        5.33     24.84     26.05           73.38     16.26     16.98            15.49      5.95      6.14
  18-   19        6.65     30.99     32.50          172.97     38.33     40.02            55.11     21.16     21.83
  20-   21        1.00      4.66      4.89           75.76     16.79     17.53            78.26     30.05     31.00
  22-   25        4.16     19.38     20.33           50.10     11.10     11.59            62.47     23.98     24.74
  26-   30        2.32     10.81     11.34           17.49      3.88      4.05            29.65     11.38     11.74
  31-   35           0         0         0           12.32      2.73      2.85             6.00      2.30      2.38
  36-   40           0         0         0            9.16      2.03      2.12             1.00       .38       .40
  41-   45        1.00      4.66      4.89            6.32      1.40      1.46             2.32       .89       .92
  46-   55           0         0         0            8.33      1.85      1.93             2.16       .83       .86
OUT-RANGE         1.08      4.66                     19.14      4.24                      8.00      3.07
               --------   ------    ------        --------    ------    ------         --------    ------    ------
 TOTAL           21.46    100.00    100.00          451.30    100.00    100.00           260.46    100.00    100.00

    COLUMN TITLES -
     (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                    (INCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
     (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                    (EXCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
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SEP - CROSS-TAB OF AGE  HEN DECIDED TO ENTER E.H. TRAINING BY SEP TYPE

     RANGE CROSS-TAB, NO.  4

   ROW QUESTION  7 - AT WHAT AGE DID YOU DECIDE TO ENTER SPECIAL ED. TRAINING

    COL. QUESTION   - TYPE OF SEP RESPONDING

              ------------------------------------- SEP TYPE --------------------------------------
   AGE        ********** REG. **********       ********** UNIV **********       ********** ADMN **********
  RANGE        FREQ.     (1)       (2)          FREQ.     (1)       (2)          FREQ.     (1)       (2)
 -------       -----    -----     -----         -----    -----     -----         -----    -----     -----
NO RESP.           0        0                       0        0                       0        0
  10-  15          0        0         0          1.00     1.00      1.14             0        0         0
  16-  17      15.80     3.37      4.38          7.00     7.00      7.95             0        0         0
  18-  19      57.93    12.35     16.07         14.00    14.00     15.91          9.66     5.99      8.87
  20-  21      71.58    15.27     19.85         21.00    21.00     23.86         14.15     8.78     12.99
  22-  25      50.78    10.83     14.08         21.00    21.00     23.86         20.65    12.81     18.96
  26-  30      36.62     7.81     10.16         15.00    15.00     17.05         25.48    15.81     23.40
  31-  35      35.79     7.63      9.93          7.00     7.00      7.95         13.32     8.26     12.23
  36-  40      23.99     5.12      6.65          2.00     2.00      2.27         15.82     9.82     14.53
  41-  45      28.13     6.00      7.80             0        0         0          5.32     3.30      4.89
  46-  55      38.79     8.27     10.76             0        0         0          4.49     2.79      4.12
  56-  99       1.16      .25       .32             0        0         0             0        0         0
OUT-RANGE     108.31    23.10                   12.00    12.00                   52.28    32.44
            --------   ------    ------      --------   ------    ------      --------   ------    ------
 TOTAL        468.88   100.00    100.00        100.00   100.00    100.00        161.17   100.00    100.00
SEP - CROSS-TAB OF AGE -HEN DECIDED TO ENTER E.H. TRAINING BY SEX

     RANGE CROSS-TAB, NO.  5

   ROW QUESTION  7 - AT WHAT AGE DID YOU DECIDE TO ENTER SPECIAL ED. TRAINING

    COL. QUESTION  1 - -HAT IS YOUR SEX

              -------------------------------------   SEX  --------------------------------------
   AGE        ********** N.R. **********       ********** FEM. **********       ********** MALE **********
  RANGE        FREQ.     (1)       (2)          FREQ.     (1)       (2)          FREQ.     (1)       (2)
 -------       -----    -----     -----         -----    -----     -----         -----    -----     -----
NO RESP.           0        0                       0        0                       0        0
  10-  15          0        0         0          1.00      .22       .29             0        0         0
  16-  17          0        0         0         18.80     4.19      5.37          4.00     1.54      2.06
  18-  19       1.00     4.66      7.81         66.10    14.72     18.87         14.49     5.58      7.46
  20-  21       1.00     4.66      7.81         50.13    11.16     14.31         55.60    21.43     28.61
  22-  25       3.00    13.98     23.42         46.62    10.38     13.31         42.81    16.50     22.03
  26-  30       4.33    20.18     33.80         38.95     8.67     11.12         33.82    13.03     17.40
  31-  35       1.16     5.41      9.06         35.79     7.97     10.22         19.16     7.38      9.86
  36-  40          0        0         0         28.99     6.45      8.28         12.82     4.94      6.60
  41-  45       2.32    10.81     18.11         25.97     5.78      7.41          5.16     1.99      2.66
  46-  55          0        0         0         36.80     8.19     10.50          6.48     2.50      3.33
  56-  99          0        0         0          1.16      .26       .33             0        0         0
OUT-RANGE       8.65    40.31                   98.82    22.00                   65.12    25.10
            --------   ------    ------      --------   ------    ------      --------   ------    ------
 TOTAL         21.46   100.00    100.00        449.13   100.00    100.00        259.46   100.00    100.00

     COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                    (INCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                    (EXCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
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SEP - CROSS-TAB OF AGE WHEN DECIDED TO ENTER E.H. TRAINING BY PL FUNDING STATUS
     RANGE CROSS-TAB, NO.  6

   ROW QUESTION  7 - AT WHAT AGE DID YOU DECIDE TO ENTER SPECIAL ED. TRAINING

    COL. QUESTION  FUNDING FLAG - EVER FUNDED BY PL 85-926

              ----------------------- PL FUNDING -----------------------
  ' AGE       ********** YES **********          ********** NO  **********
  RANGE         FREQ.      (1)        (2)            FREQ.      (1)        (2)
 -------        -----     -----      -----           -----     -----      -----
NO RESP.            0         0                          0         0
  10-   15          0         0          0            1.00       .19        .25
  16-   17       3.00      2.38       2.72           17.80      3.36       4.47
  18-   19      10.33      8.19       9.36           69.10     13.04      17.37
  20-   21      24.31     19.28      22.02           76.09     14.36      19.12
  22-   25      32.31     25.63      29.26           57.12     10.78      14.36
  26-   30      15.32     12.15      13.87           50.45      9.52      12.68
  31-   35       9.16      7.27       8.30           35.95      6.78       9.04
  36-   40       5.33      4.23       4.83           31.15      5.88       7.83
  41-   45       3.00      2.38       2.72           28.45      5.37       7.15
  46-   55       7.66      6.08       6.94           29.62      5.59       7.44
  56-   99          0         0          0            1.16       .22        .29
OUT-RANGE       15.65     12.41                     132.16     24.93
              --------   ------     ------         --------   ------     ------
 TOTAL         126.07    100.00     100.00          530.05    100.00     100.00

      COLUMN TITLES -
        (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                      (INCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
        (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                      (EXCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
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SEP - CROSS-TAB OF AGE WHEN FIRST ENTERED E.H. TRAINING BY SEP TYPE

     RANGE CROSS-TAB, NO.  7

   ROW QUESTION  8 - AT WHAT AGE DID YOU FIRST ENTER SPECIAL EDUC. TRAINING

    COL. QUESTION   - TYPE OF SEP RESPONDING

             ---------------------------------------  SEP TYPE  ----------------------------------------------
  AGE        *********** REG. ***********        *********** UNIV ***********       *********** ADMN ***********
 RANGE          FREQ.       (1)        (2)          FREQ.       (1)        (2)          FREQ.       (1)       (2)
 --------       -----      -----      -----         -----      -----      -----         -----      -----     -----
NO RESP.            0          0                        0          0                        0          0
  10-   15       1.00        .21        .28          1.00        .99       1.11             0          0         0
  16-   17       6.32       1.35       1.74          4.00       3.96       4.44             0          0         0
  18-   19      53.26      11.36      14.70         13.00      12.87      14.44          8.66       5.37      7.73
  20-   21      74.75      15.94      20.64         21.00      20.79      23.33         15.15       9.40     13.52
  22-   25      58.43      12.46      16.13         24.00      23.76      26.67         17.65      10.95     15.75
  26-   30      33.30       7.10       9.19         17.00      16.83      18.89         27.48      17.05     24.52
  31-   35      34.78       7.42       9.60          8.00       7.92       8.89         15.32       9.51     13.67
  36-   40      25.99       5.54       7.17          2.00       1.98       2.22         14.82       9.20     13.23
  41-   45      32.13       6.85       8.87             0          0          0          6.48       4.02      5.78
  46-   55      42.28       9.02      11.67             0          0          0          6.49       4.03      5.79
OUT-RANGE      106.64      22.74                    11.00      10.89                    49.12      30.48
             ---------   ------     ------      ---------    ------     ------      ---------    ------    ------
 TOTAL         468.88     100.00     100.00        101.00     100.00     100.00        161.17     100.00    100.00

SEP - CROSS-TAB OF AGE WHEN FIRST ENTERED E.H. TRAINING BY PL FUNDING STATUS

     RANGE CROSS-TAB, NO.  8

   ROW QUESTION  8 - AT WHAT AGE DID YOU FIRST ENTER SPECIAL EDUC. TRAINING

    COL. QUESTION  FUNDING FLAG - EVER FUNDED BY PL 85-926

             -----------------------  PL FUNDING  -----------------------
  AGE        *********** YES ***********        *********** NO  ***********
 RANGE          FREQ.       (1)        (2)          FREQ.       (1)        (2)
 --------       -----      -----      -----         -----      -----      -----
NO RESP.            0          0                        0          0
  10-   15       1.00        .79        .89          1.00        .19        .25
  16-   17          0          0          0         10.32       1.95       2.56
  18-   19       7.00       5.51       6.23         63.76      12.03      15.79
  20-   21      23.31      18.34      20.73         81.26      15.33      20.13
  22-   25      33.31      26.21      29.63         63.77      12.03      15.80
  26-   30      21.65      17.04      19.26         45.80       8.64      11.34
  31-   35      10.16       8.00       9.04         36.94       6.97       9.15
  36-   40       5.33       4.19       4.74         31.15       5.88       7.72
  41-   45       3.00       2.36       2.67         33.61       6.34       8.33
  46-   55       7.66       6.03       6.81         36.11       6.81       8.94
OUT-RANGE       14.65      11.53                   126.33      23.83
             ---------   ------     ------      ---------    ------     ------
 TOTAL         127.07     100.00     100.00        530.05     100.00     100.00

     COLUMN TITLES -
       (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                     (INCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
       (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                     (EXCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
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SEP - CROSS-TAB OF AGE WHEN FIRST ENTERED E.H. TRAINING BY SEX

     RANGE CROSS-TAB, NO.  9

   ROW QUESTION  8 - AT WHAT AGE DID YOU FIRST ENTER SPECIAL EDUC. TRAINING

    COL. QUESTION  1 - WHAT IS YOUR SEX

             -----------------------------------------     SEX     ------------------------------------------
  AGE        ********** N.R. **********        ********** FEM. **********       ********** MALE **********
 RANGE        FREQ.      (1)       (2)          FREQ.      (1)       (2)          FREQ.      (1)        (2)
--------      -----     -----     -----         -----     -----     -----         -----     -----      -----
NO RESP.          0         0                       0         0                     0         0
  10-   15        0         0         0          1.00       .22       .28          1.00       .38        .50
  16-   17        0         0         0         10.32      2.30      2.94             0         0          0
  18-   19        0         0         0         59.59     13.27     16.97         15.33      5.89       7.69
  20-   21     2.00      9.32     14.48         60.79     13.54     17.31         48.11     18.47      24.13
  22-   25     3.00     13.98     21.72         46.62     10.38     13.28         50.46     19.37      25.31
  26-   30     4.33     20.18     31.35         36.63      8.16     10.43         36.82     14.14      18.47
  31-   35     1.16      5.41      8.40         35.78      7.97     10.19         21.16      8.12      10.62
  36-   40        0         0         0         29.99      6.68      8.54         12.82      4.92       6.43
  41-   45     3.32     15.47     24.04         30.13      6.71      8.58          5.16      1.98       2.59
  46-   55        0         0         0         40.29      8.97     11.47          8.48      3.26       4.25
OUT-RANGE      7.65     35.65                   97.99     21.82                 61.12     23.47
           --------    ------    ------      --------    ------    ------      --------    ------     ------
 TOTAL        21.46    100.00    100.00        449.13    100.00    100.00        260.46    100.00     100.00

     COLUMN TITLES -
       (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                     (INCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
       (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                     (EXCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
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SEP - CROSS-TAB OF COLLEGE SEMESTER HRS. COMPLETED WHEN ENTERED E.M. TRAIN./SEX

    RANGE CROSS-TAB. NO. 10

  ROW QUESTION  11A - HOW MANY COLLEGE SEMESTER HRS. WHEN ENTERED E.M. TRAIN

   COL. QUESTION  1 - WHAT IS YOUR SEX

  SEM       --------------------------------------       SEX      -----------------------------------------
  HR.       *********** N.R. ***********            *********** FEM. ***********       *********** MALE ***********
 RANGE       FREQ.       (1)        (2)               FREQ.       (1)        (2)         FREQ.       (1)        (2)
--------     -----      -----      -----              -----      -----      -----        -----      -----      -----
NO RESP.         0          0                             0          0                      0          0
   0-  15    15.13      73.95      73.95             351.22      86.58      86.58       190.00      86.57      86.57
  16-  30        0          0          0              12.82       3.16       3.16         8.49       3.87       3.87
  31-  45     1.00       4.89       4.89               2.00        .49        .49         1.00        .46        .46
  46-  65        0          0          0              18.98       4.68       4.68         7.33       3.34       3.34
  66- 120     4.33      21.16      21.16              16.33       4.03       4.03        10.65       4.85       4.85
 120- 999        0          0          0               4.32       1.06       1.06         2.00        .91        .91
OUT-RANGE        0          0                             0          0                      0          0
          --------     ------     ------           --------     ------     ------     --------     ------     ------
 TOTAL       20.46     100.00     100.00             405.67     100.00     100.00       219.47     100.00     100.00

    COLUMN TITLES -
     (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                  (INCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
     (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                  (EXCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
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SEP - CROSS-TAB OF AGE wHEN FIRST ENTERED E.H. PRACTICE BY PL FUNDING STATUS
      RANGE CROSS-TAB, NO. 11

   ROW QUESTION  20 - AT wHAT AGE DID YOU FIRST ENTER SPECIAL EDUC. PRACTICE

    COL. QUESTION  FUNDING FLAG - EVER FUNDED BY PL 85-926

              ---------------------------- PL FUNDING ----------------------------
    AGE       ********** YES **********          ********** NO  **********
   RANGE       FREQ.      (1)      (2)             FREQ.      (1)       (2)
  --------     -----     -----    -----            -----     -----     -----
 NO RESP.          0         0                         0         0
   16-   17        0         0        0             3.33       .63       .68
   18-   19        0         0        0             9.33      1.78      1.92
   20-   21     9.49      7.46     7.65            54.45     10.38     11.19
   22-   25    51.30     40.32    41.35           141.01     26.88     28.97
   26-   30    31.97     25.13    25.77            71.09     13.55     14.60
   31-   35     9.16      7.20     7.38            60.40     13.04     14.05
   36-   40    11.49      9.03     9.26            51.29      9.78     10.54
   41-   45     2.00      1.57     1.61            47.76      9.11      9.81
   46-   55     8.66      6.81     6.98            37.95      7.23      7.80
   56-   99        0         0        0             2.16       .41       .44
 OUT-RANGE      3.16      2.48                     37.77      7.20
             --------   ------   ------         --------    ------    ------
  TOTAL       127.23    100.00   100.00           524.54    100.00    100.00

SEP - CROSS-TAB OF AGE wHEN FIRST ENTERED E.H. PRACTICE BY SEX
      RANGE CROSS-TAB, NO. 12

   ROW QUESTION  20 - AT wHAT AGE DID YOU FIRST ENTER SPECIAL EDUC. PRACTICE

    COL. QUESTION  1 - wHAT IS YOUR SEX

             -------------------------------------- SEX --------------------------------------
   AGE       ********** N.R. **********     ********** FEM. **********     ********** MALE **********
  RANGE       FREQ.      (1)      (2)        FREQ.      (1)       (2)        FREQ.      (1)       (2)
 --------     -----     -----    -----       -----     -----     -----       -----     -----     -----
 NO RESP.         0         0                    0         0                     0         0
   16-   17       0         0        0        3.33       .75       .82           0         0         0
   18-   19       0         0        0        7.33      1.66      1.80        2.00       .78       .83
   20-   21    4.33     18.33    19.14       46.96     10.61     11.52       16.98      6.63      7.07
   22-   25    3.16     13.38    13.97      130.21     29.42     31.95       74.27     29.00     30.93
   26-   30    7.33     31.03    32.40       44.26     10.00     10.86       66.96     26.14     27.88
   31-   35    1.16      4.91     5.13       52.08     11.77     12.78       29.32     11.45     12.21
   36-   40    2.16      9.14     9.55       48.97     11.06     12.02       21.98      8.58      9.15
   41-   45    4.48     18.97    19.81       27.13      6.13      6.66       19.15      7.48      7.97
   46-   55       0         0        0       44.13      9.97     10.83        9.48      3.70      3.95
   56-   99       0         0        0        3.16       .71       .78           0         0         0
 OUT-RANGE     1.00      4.23                35.07      7.92                 15.98      6.24
            --------   ------   ------    --------    ------    ------    --------    ------    ------
 TOTAL        23.62    100.00   100.00      442.63    100.00    100.00      256.12    100.00    100.00

     COLUMN TITLES -
       (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                    (INCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
       (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                    (EXCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
```

```
SEA - MOST IMPORTANT THINGS CAUSING FIRST CONSIDERATION OF SPECIAL ED. AS FIELD

     SIMPLE TABULATION, NO.  1

      QUESTION  4 - WHAT MOST IMP. THING CAUSED 1ST CONSID. E.H. - 1ST RESP.

        CODE      FREQ.      (1)       (2)
        ----      -----     -----     -----
          0       13.58     13.31
          1        6.45      6.32      7.29
          3        3.58      3.51      4.05
          4        1.00       .98      1.13
          5        6.13      6.01      6.93
          6        1.29      1.26      1.46
          8        5.13      5.03      5.80
          9        2.29      2.24      2.59
         10        7.16      7.02      8.09
         11        2.56      2.53      2.92
         12        2.55      2.50      2.88
         13       26.55     26.02     30.02
         14       10.00      9.80     11.31
         15        1.00       .98      1.13
         19        4.87      4.77      5.51
         20        7.87      7.71      8.90
                 --------   ------    ------
        TOTAL     102.03    100.00    100.00

            MEAN = 11.33       MEDIAN = 13

      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                     (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                     (EXCLUDING NON-RESPONSE CATEGORY)
```

```
SEA - MOST IMPORTANT THINGS CAUSING FIRST CONSIDERATION OF SPECIAL ED. AS FIELD

     SIMPLE TABULATION, NO.  2

      QUESTION  4 - WHAT MOST IMP. THING CAUSED 1ST CONSID. E.H. - 2ND RESP.

        CODE      FREQ.      (1)       (2)
        ----      -----     -----     -----
          0       72.45     71.01
          6        1.29      1.26      4.36
          7        2.55      2.50      8.62
         10        7.87      7.71     26.61
         11        2.55      2.50      8.62
         13        6.45      6.32     21.81
         14        2.29      2.24      7.74
         15        1.00       .98      3.38
         19        2.58      2.53      8.72
         20        3.00      2.94     10.14
                 --------   ------    ------
        TOTAL     102.03    100.00    100.00

            MEAN = 12.59       MEDIAN = 13

      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                     (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                     (EXCLUDING NON-RESPONSE CATEGORY)
```

0= no response or error
1= social relevancy
2= handicapped friend or neighbor
3= handicapped relative or immediate family
4= newness of challenge of field
5= observing and/or conversing with students or professionals in EH
6= pre-professional work in EH
7= college EH dept., clinic, or course dealing with EH
8= medical or vocational institution
9= salary potential
10= need for trained EH teachers
11= personal handicap
12= salary potential
13= personal contact with handicapped child or children
14= personal desire to work with handicapped
15= individuals concerned with, if not professionally involved with EH field
19= interest in field
20= original interest in related fields

```
SEA - TAB OF ATTRITEES HAVING EXPERIENCE WITH HANDICAPPED BEFORE TRAINING

     SIMPLE TABULATION, NO.  3

      QUESTION  10 - WHAT WAS SITUATION OF PRIOR EXPERIENCE WITH HANDICAPPED

        CODE        FREQ.        (1)        (2)
        ----        -----       -----      -----
          0         75.42       73.92
          1          8.45        8.28      31.75
          3         15.58       15.27      58.55
          4          2.58        2.53       9.70
                 --------      ------     ------
        TOTAL      102.03      100.00     100.00

            MEAN =  2.46        MEDIAN =  3

      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                     (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                     (EXCLUDING NON-RESPONSE CATEGORY)
```

0= blank or incorrect response
1= home or neighborhood
3= school
4= medical or vocational institution

```
SEA - TABULATION OF FIRST SOURCE OF INFORMATION ABOUT SPECIAL EDUCATION

     SIMPLE TABULATION, NO.  4

      QUESTION  15 - WHAT WAS 1ST SOURCE OF INFO. ABOUT SPEC. ED. - 1ST RESP

        CODE       FREQ.       (1)        (2)
        ----       -----      -----      -----
          0        33.68      33.01
          1         1.29       1.26       1.89
          2        27.87      27.32      40.78
          6         7.13       6.99      10.43
          7         6.13       6.01       8.97
          8        13.61      13.34      19.91
          9         1.29       1.26       1.89
         10         2.58       2.53       3.77
         12         2.29       2.24       3.35
         13         6.16       6.04       9.01
                  --------    ------     ------
        TOTAL     102.03     100.00     100.00

           MEAN =  5.80        MEDIAN =  6

      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                      (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                      (EXCLUDING NON-RESPONSE CATEGORY)
```

```
SEA - TABULATION OF FIRST SOURCE OF INFORMATION ABOUT SPECIAL EDUCATION

     SIMPLE TABULATION, NO.  5

      QUESTION  15 - WHAT WAS 1ST SOURCE OF INFO. ABOUT SPEC. ED. - 2ND RESP

        CODE       FREQ.       (1)        (2)
        ----       -----      -----      -----
          0        91.32      89.50
          1         1.29       1.26      12.04
          7         2.29       2.24      21.38
          8         4.55       4.46      42.48
         12         1.29       1.26      12.04
         13         1.29       1.26      12.04
                  --------    ------     ------
        TOTAL     102.03     100.00     100.00

           MEAN =  8.03        MEDIAN =  8

      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                      (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                      (EXCLUDING NON-RESPONSE CATEGORY)
```

0= no response or blank
1= local Bd. of Education
2= college EH Dept. or clinic or course related to OR dealing w/EH
6= individuals concerned with if not professionally involved with EH field
7= EH materials or media
8= observing or conversing w/students or professionals in EH
9= medical or vocational institution
10= advisors, counselors, etc.
12= charity, organizations, associations, etc. for the handicapped
13= personal contact with handicapped child or children

```
SEA - TABULATION OF MAIN SOURCES OF INFORMATION ABOUT SPECIAL EDUCATION

     SIMPLE TABULATION, NO.  6

      QUESTION  16 - WHAT WERE MAIN SOURCES INFO. ABOUT SPEC. ED. - 1ST RESP

        CODE        FREQ.       (1)        (2)
        ----        -----      -----      -----
          0         34.68      33.99
          1          1.00        .98       1.48
          2         14.87      14.57      22.08
          6          6.42       6.29       9.53
          7         10.71      10.50      15.90
          8         14.90      14.60      22.12
          9          1.29       1.26       1.92
         10          7.71       7.56      11.45
         12          2.58       2.53       3.83
         13          6.87       6.73      10.20
         18          1.00        .98       1.48
                 --------     ------     ------
        TOTAL      102.03     100.00     100.00

            MEAN =  7.28         MEDIAN =  8

      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                         (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                         (EXCLUDING NON-RESPONSE CATEGORY)
```

0= blank or no response
1= local Bd. of Education
2= college EH Dept. or clinic or course related to Or dealing w/EH
6= individuals concerned with if not professionally involved w/EH field
7= EH materials or media
8= observing or conversing with students or professionals in EH
9= medical or vocational institution
10= advisors, counselors, etc.
12= charity, organizations, associations, etc. for handicapped
13= personal contact with handicapped child or children
18= other

```
SEA - TABULATION OF MAIN SOURCES OF INFORMATION ABOUT SPECIAL EDUCATION

     SIMPLE TABULATION, NO.  7

      QUESTION  16 - WHAT WERE MAIN SOURCES INFO. ABOUT SPEC. ED. - 2ND RESP

        CODE        FREQ.       (1)        (2)
        ----        -----      -----      -----
          0         82.90      81.25
          1          1.29       1.26       6.74
          2          1.29       1.26       6.74
          7          1.29       1.26       6.74
          8          8.42       8.25      44.01
          9          1.00        .98       5.23
         10          3.55       3.48      18.56
         13          2.29       2.24      11.97
                 --------     ------     ------
        TOTAL      102.03     100.00     100.00

            MEAN =  8.0          MEDIAN =  8

      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                         (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                         (EXCLUDING NON-RESPONSE CATEGORY)
```

```
SEA - TABULATION OF CURRENT TITLE FOR SPECIAL EDUCATION ATTRITEES

     SIMPLE TABULATION, NO.  8

      QUESTION  18A - WHAT IS YOUR CURRENT TITLE - 1ST RESPONSE

        CODE      FREQ.      (1)       (2)
        ----      -----     -----     -----
          0       25.00     24.50
          1        3.84      3.76      4.99
          2        2.29      2.24      2.97
          3        1.29      1.26      1.67
          4       31.32     30.70     40.66
          5       11.00     10.76     14.28
         10        1.29      1.26      1.67
         11       11.55     11.32     14.99
         15       13.16     12.90     17.08
         16        1.29      1.26      1.67
                ---------   ------    ------
        TOTAL    102.03    100.00    100.00

           MEAN =  7.15        MEDIAN =  4

      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                       (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                       (EXCLUDING NON-RESPONSE CATEGORY)
```

```
SEA - TABULATION OF CURRENT TITLE FOR SPECIAL EDUCATION ATTRITEES

     SIMPLE TABULATION, NO.  9

      QUESTION  18A - WHAT IS YOUR CURRENT TITLE - 2ND RESPONSE

        CODE      FREQ.      (1)       (2)
        ----      -----     -----     -----
          0       84.29     82.61
          5        2.55      2.50     14.37
         11        1.00       .96      5.64
         15       10.32     10.11     58.17
         16        3.87      3.79     21.82
                ---------   ------    ------
        TOTAL    102.03    100.00    100.00

           MEAN = 13.55        MEDIAN = 15

      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                       (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                       (EXCLUDING NON-RESPONSE CATEGORY)
```

0= blank or incorrect response
1= Supervisor
2= Director
3= Coordinator
4= Teacher
5= Therapist
10= Researcher
11=
15= title related to EH
16= other

```
SEA - TABULATION OF SITUATION OF FIRST CONTACT WITH HANDICAPPED CHILDREN
     SIMPLE TABULATION, NO. 10

      QUESTION  21A - I. WHAT SITUATION WAS 1ST CONTACT WITH H.C. CHILDREN

        CODE       FREQ.       (1)        (2)
        ----       -----      -----      -----
          0        11.03      10.81
          1        14.29      14.01      15.70
          2         2.55       2.50       2.80
          3        55.71      54.60      61.22
          4        12.29      12.05      13.51
          5         1.29       1.26       1.42
          7         4.67       4.77       5.35
                ---------    ------     ------
        TOTAL     102.03     100.00     100.00

            MEAN =  3.04         MEDIAN =  3

      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                        (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                        (EXCLUDING NON-RESPONSE CATEGORY)
```

0= blank or incorrect response
1= home or neighborhood
2= camp or related situation
3= school
4= medical or vocational institution
5= charity organization, association for the handicapped etc.
7= college EH Dept. or clinic, or course dealing with or related to EH

```
SEA - TABULATION OF ATTRITEES WITH PERSONAL OR FAMILY HANDICAP
     SIMPLE TABULATION, NO. 11

      QUESTION  22 - ARE YOU OR IS A MEMBER OF YOUR FAMILY HANDICAPPED

        CODE       FREQ.       (1)        (2)
        ----       -----      -----      -----
          0         3.87       3.79
          1        13.74      13.47      14.00
          2        84.42      82.74      86.00
                ---------    ------     ------
        TOTAL     102.03     100.00     100.00

            MEAN =  1.86         MEDIAN =  2

      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                        (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                        (EXCLUDING NON-RESPONSE CATEGORY)
```

0= no response
1= yes
2= no

```
SEA - TABULATION OF WHAT 1ST CAUSED SEA TO CONSIDER LEAVING SPECIAL ED. PRACTICE
     SIMPLE TABULATION, NO. 12

      QUESTION  24 - WHAT 1ST CAUSED CONSIDERATION TO LEAVE PRAC. - 1ST RESP

        CODE        FREQ.       (1)        (2)
        ----        -----       -----      -----
          0         36.97       36.23
          1          1.29        1.26       1.98
          2          1.29        1.26       1.98
          3          3.00        2.94       4.61
          4         12.32       12.07      16.94
          5          1.00         .98       1.54
          6          2.58        2.53       3.97
          7          4.55        4.46       6.99
          8          1.00         .98       1.54
          9          1.00         .98       1.54
         10          2.29        2.24       3.52
         11          3.29        3.22       5.06
         13         10.74       10.53      16.51
         14          1.29        1.26       1.98
         15          6.13        6.01       9.42
         16          8.45        8.26      12.99
         17          4.84        4.74       7.44
                  --------     ------     ------
        TOTAL      102.03      100.00     100.00

            MEAN = 10.11         MEDIAN = 11

      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                    (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                    (EXCLUDING NON-RESPONSE CATEGORY)
```

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SEA - TABULATION OF WHAT 1ST CAUSED SEA TO CONSIDER LEAVING SPECIAL ED. PRACTICE
     SIMPLE TABULATION, NO. 13

      QUESTION  24 - WHAT 1ST CAUSED CONSIDERATION TO LEAVE PRAC. - 2ND RESP

        CODE        FREQ.       (1)        (2)
        ----        -----       -----      -----
          0         85.29       83.59
          1          1.29        1.26       7.71
          4          7.58        7.43      45.28
          6          1.00         .98       5.97
         10          3.56        3.51      21.39
         16          3.29        3.22      19.65
                  --------     ------     ------
        TOTAL      102.03      100.00     100.00

            MEAN =  7.53         MEDIAN =  4

      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                    (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                    (EXCLUDING NON-RESPONSE CATEGORY)
```

0= blank or incorrect responses
1= academic
2= military induction
3= transfer of credits difficult
4= personal sense of inadequacy (or lack of achievement)
5= marriage
6= start of family
7= financial
8= need for practical experience in EH
9= negative feelings toward professionals in EH
10= EH curriculum
11= loss of interest in field
13= other
14= EH class size or composition
15= greater interest in another field
16= desire to travel
17= interdepartmental politics

```
SEA - TAB OF MAIN SOURCES OF INFO. UPON WHICH DECISION TO LEAVE PRAC. WAS BASED

     SIMPLE TABULATION, NO. 14

      QUESTION  25 - DECISION TO LEAVE PRAC. BASED UPON WHAT INFO.- 1ST RESP

        CODE       FREQ.      (1)       (2)
        ----       -----     -----     -----
          0        56.13     55.01
          1         1.29      1.26      2.81
          2         4.84      4.74     10.54
          3         4.00      3.92      8.71
          4         7.16      7.02     15.60
          5         1.00       .98      2.18
          6         2.55      2.50      5.56
          7         4.87      4.77     10.61
          8         1.29      1.26      2.81
          9         2.29      2.24      4.99
         10         1.29      1.26      2.81
         11         1.29      1.26      2.81
         13         3.87      3.79      8.43
         14         2.29      2.24      4.99
         16         7.87      7.71     17.15
                  --------    ------    ------
        TOTAL     102.03    100.00    100.00

           MEAN =  8.11        MEDIAN =  7

      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                    (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                    (EXCLUDING NON-RESPONSE CATEGORY)
```

```
SEA - TAB OF MAIN SOURCES OF INFO. UPON WHICH DECISION TO LEAVE PRAC. WAS BASED

     SIMPLE TABULATION, NO. 15

      QUESTION  25 - DECISION TO LEAVE PRAC. BASED UPON WHAT INFO.- 2ND RESP

        CODE       FREQ.      (1)       (2)
        ----       -----     -----     -----
          0        83.42     81.76
          2         1.00       .98      5.37
          4         6.58      6.45     35.36
          9         1.00       .98      5.37
         10         1.29      1.26      6.93
         12         1.29      1.26      6.93
         13         2.56      2.53     13.86
         14         1.29      1.26      6.93
         15         1.29      1.26      6.93
         16         2.29      2.24     12.31
                  --------    ------    ------
        TOTAL     102.03    100.00    100.00

           MEAN =  9.31        MEDIAN = 10

      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                    (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                    (EXCLUDING NON-RESPONSE CATEGORY)
```

0= no response, error
1= return to school for additional training
2= relocation to school district which did not offer EH
3= marriage
4= start of family
5= illness
6= curriculum in EH training
7= school administrators and/or co-workers in EH
8= desire to work in regular education
9= going into administration practice
10= salary potential in EH
11= desire to enter related field (counseling, guidance, etc.)
12= business or secretarial work
13= school educational policys regarding handicapped pupils
14= treatment of handicapped students in school
15= other
16= other

```
SEA - TAB OF MAIN SOURCES OF INFO. UPON WHICH DECISION TO LEAVE PRAC. WAS BASED
     SIMPLE TABULATION, NO. 16

      QUESTION  25 - DECISION TO LEAVE PRAC. BASED UPON WHAT INFO.- 3RD RESP

        CODE       FREQ.       (1)       (2)
        ----       -----      -----     -----
          0       100.74      98.74
         16         1.29       1.26     100.00
                 --------     ------    ------
        TOTAL     102.03     100.00     100.00

            MEAN = 16.00        MEDIAN = 16

      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                         (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                         (EXCLUDING NON-RESPONSE CATEGORY)
```

```
SEA - TAB OF MAIN SOURCES OF INFO. UPON WHICH DECISION TO LEAVE PRAC. WAS BASED
     SIMPLE TABULATION, NO. 17

      QUESTION  25 - DECISION TO LEAVE PRAC. BASED UPON WHAT INFO.- 4TH RESP

        CODE       FREQ.       (1)       (2)
        ----       -----      -----     -----
          0       102.03     100.00
                 --------     ------    ------
        TOTAL     102.03     100.00     100.00

            MEAN =  2.00        MEDIAN =  1

      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                         (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                         (EXCLUDING NON-RESPONSE CATEGORY)
```

0= no response, error
16= other

```
SEA - TAB OF MAIN SOURCES OF INFO. UPON WHICH DECISION TO LEAVE PRAC. WAS BASED
     SIMPLE TABULATION, NO. 18

      QUESTION  25 - DECISION TO LEAVE PRAC. BASED UPON WHAT INFO.- 5TH RESP

        CODE       FREQ.       (1)       (2)
        ----       -----      -----     -----
          0       102.03     100.00
                 --------     ------    ------
        TOTAL     102.03     100.00     100.00

            MEAN =  2.00        MEDIAN =  1

      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                         (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                         (EXCLUDING NON-RESPONSE CATEGORY)
```

```
SEA - TAB OF MAIN SOURCES OF INFO. UPON WHICH DECISION TO LEAVE PRAC. WAS BASED
     SIMPLE TABULATION, NO. 19

      QUESTION  25 - DECISION TO LEAVE PRAC. BASED UPON WHAT INFO.- 6TH RESP

        CODE       FREQ.       (1)       (2)
        ----       -----      -----     -----
          0       102.03     100.00
                 --------     ------    ------
        TOTAL     102.03     100.00     100.00

            MEAN =  2.00        MEDIAN =  1

      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                         (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                         (EXCLUDING NON-RESPONSE CATEGORY)
```

```
SEA - TABULATION OF MAIN REASONS GIVEN FOR LEAVING SPECIAL EDUCATION PRACTICE

     SIMPLE TABULATION, NO. 20

      QUESTION  26 - WHAT MAIN REASONS WHY LEFT SPEC. ED. PRAC. - 1ST RESPON

        CODE       FREQ.      (1)       (2)
        ----       -----     -----     -----
          0        53.26     52.20
          1         1.29      1.26      2.65
          2         1.29      1.26      2.65
          3         5.00      4.90     10.25
          4        13.61     13.34     27.91
          5         1.00       .98      2.05
          6         2.55      2.50      5.23
          7         2.58      2.53      5.29
          9         3.58      3.51      7.34
         10         6.84      6.70     14.03
         11         1.29      1.26      2.65
         13         5.16      5.06     10.58
         16         4.56      4.49      9.39
                 --------    ------    ------
        TOTAL     102.03    100.00    100.00

           MEAN =  7.52        MEDIAN =  6

      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                      (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                      (EXCLUDING NON-RESPONSE CATEGORY)
```

```
SEA - TABULATION OF MAIN REASONS GIVEN FOR LEAVING SPECIAL EDUCATION PRACTICE

     SIMPLE TABULATION, NO. 21

      QUESTION  26 - WHAT MAIN REASONS WHY LEFT SPEC. ED. PRAC. - 2ND RESPON

        CODE       FREQ.      (1)       (2)
        ----       -----     -----     -----
          0        80.71     79.10
          1         2.29      2.24     10.74
          2         3.29      3.22     15.43
          3         1.00       .98      4.69
          4         5.00      4.90     23.45
          7         1.00       .98      4.69
          8         1.29      1.26      6.05
         10         3.87      3.79     18.15
         14         1.29      1.26      6.05
         16         2.29      2.24     10.74
                 --------    ------    ------
        TOTAL     102.03    100.00    100.00

           MEAN =  6.69        MEDIAN =  4

      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                      (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                      (EXCLUDING NON-RESPONSE CATEGORY)
```

0= no response, error
1= return to school for additional training
2= relocation to school district which did not offer EH
3= marriage
4= start of family
5= illness
6= curriculum in EH training
7= school administrators and/or co-workers in EH
8= desire to work in regular education
9= going into administration practice
10= salary potential in EH
11= desire to enter related field
12= business or secretarial work
13= school educational policies regarding handicapped pupils
14= treatment of handicapped students in school
16= other

```
SEA - TABULATION OF RELATIONSHIP TO HANDICAPPED CHILDREN FIRST CONTACTED

    SIMPLE TABULATION, NO. 22

     QUESTION  21B - WHAT WAS RELATIONSHIP TO 1ST H.C. PERSON CONTACTED

       CODE       FREQ.       (1)        (2)
       ----       -----      -----      -----
       BLANK      32.71      32.06
         0        32.42      31.77      46.77
         1         4.87       4.77       7.03
         2         8.71       8.54      12.56
         3         1.00        .98       1.44
         4         7.45       7.30      10.75
         5         1.29       1.26       1.86
         6        12.29      12.05      17.73
         9         1.29       1.26       1.86
                --------     ------     ------
       TOTAL     102.03     100.00     100.00

           MEAN =  2.12         MEDIAN =  1

     COLUMN TITLES -
       (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                     (INCLUDING NON-RESPONSE CATEGORY)
       (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                     (EXCLUDING NON-RESPONSE CATEGORY)
```

```
SEA - TAB. OF AVG. SEMESTER HRS. WHEN ENTERING TRAINING - BY PL 85-926 FUNDING

    AVERAGE-PER----- TABULATION, NO.  1

     MAIN QUESTION  FUNDING FLAG - EVER FUNDED BY PL 85-926
        AVERAGED QUESTION  11 - HOW MANY COLLEGE SEMESTERS HRS. WHEN ENTERED E.H. TRAIN

       M.Q.                                            A.Q.
       CODE        FREQ.        (1)         (2)       AVERAGE
       ----        -----       -----       -----      -------
         0          5.16        5.06           0      50.000
         1          9.94        9.74       10.26      15.252
         2         86.93       85.20       89.74      42.196
                 --------     ------      ------
       TOTAL      102.03      100.00      100.00

     COLUMN TITLES -
       (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                    (INCLUDING NON-RESPONSE CATEGORY)
       (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                    (EXCLUDING NON-RESPONSE CATEGORY)
```

0= blank or no response
1= teacher or clinician
2= immediate family
3= student teacher
4= secondary relatives
5= pre-professional work 'n EH
6= observing or conversing with students or professionals in EH
9= personal handicap

```
SEA - CROSS-TAB OF RECIPIENTS OF ANY FUNDING BY SEX

    NUMERIC CROSS-TAB, NO.  1

  ROW QUESTION  1 - WHAT IS YOUR SEX

   COL. QUESTION  FUNDING FLAG - EVER FUNDED BY ANYTHING

        --------------------- ANY FUNDING ----------------------
        *********** YES ***********      ***********  NO ***********
CODE      FREQ.       (1)        (2)          FREQ.      (1)        (2)
----      -----      -----      -----         -----      -----      -----
 0         1.00       2.22                     4.87       9.39
 1        35.03      77.84      79.61         40.84      78.74      86.89
 2         8.97      19.93      20.39          6.16      11.88      13.11
        ---------  -------    -------      ---------   -------    -------
TOTAL     45.00     100.00     100.00         51.87     100.00     100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                    (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                    (EXCLUDING NON-RESPONSE CATEGORY)
```

0 = blank or incorrect response
1 = female
2 = male

```
SEA - CROSS-TAB OF PL 85-926 RECIPIENTS/NON-RECIPIENTS BY SEX

    NUMERIC CROSS-TAB, NO.  2

  ROW QUESTION  1 - WH:T IS YOUR SEX

   COL. QUESTION  FUNDING FLAG - EVER FUNDED BY PL 85-926

        --------------------- PL FUNDING ----------------------
        *********** YES ***********      ***********  NO ***********
CODE      FREQ.       (1)        (2)          FREQ.      (1)        (2)
----      -----      -----      -----         -----      -----      -----
 0            0          0                     5.87       6.75
 1         7.39      74.35      74.35         68.48      78.78      84.48
 2         2.55      25.65      25.65         12.58      14.47      15.52
        ---------  -------    -------      ---------   -------    -------
TOTAL      9.94     100.00     100.00         86.93     100.00     100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                    (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                    (EXCLUDING NON-RESPONSE CATEGORY)
```

```
SEA - CROSS-TAB OF THOSE WHO EVER TRAINED FOR A SPECIAL EDUC. CAREER BY SEX

     NUMERIC CROSS-TAB. NO. 3

   ROW QUESTION  6 - EVER TRAIN FOR A CAREER IN SPECIAL EDUCATION

    COL. QUFSTION  1 - -HAT IS YOUR SEX

         -----------------------------------    SEX   ------------------------------------------
         ********** N.R. **********         ********** FEM. **********        ********** MALE **********
CODE      FREQ.       (1)       (2)          FREQ.      (1)       (2)        FREQ.      (1)       (2)
----      -----      -----     -----         -----     -----     -----       -----     -----     -----
  0        1.29      21.98                    1.29      1.64                  1.29      7.28
  1        1.00      17.04     21.83         65.77     83.84     85.24        12.55     70.86     76.43
  2        3.58      60.99     78.17         11.39     14.52     14.76         3.87     21.85     23.57
         --------   ------    ------       --------   ------    ------      --------   ------    ------
TOTAL      5.87     100.00    100.00         78.45    100.00    100.00        17.71    100.00    100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                    (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                    (EXCLUDING NON-RESPONSE CATEGORY)
```

0 = no response
1 = yes
2 = no

```
SEA - CROSS-TAB OF MARITAL STATUS UPON ENTERING E.H. TRAINING BY PL FUND. STATUS
     NUMERIC CROSS-TAB, NO. 4

   ROW QUESTION  9 - WHEN ENTERING E.H. TRAINING, WHAT WAS MARITAL STATUS

    COL. QUESTION  FUNDING FLAG - EVER FUNDED BY PL 85-926

         --------------------- PL FUNDING ----------------------
         ********** YES **********        ********** NO **********
CODE      FREQ.     (1)      (2)          FREQ.     (1)      (2)
----      -----    -----    -----         -----    -----    -----
  0          0        0                   19.84    22.82
  1       3.84    38.63    38.63          35.61    40.96    53.08
  2       6.10    61.37    61.37          30.19    34.73    45.00
  3          0        0        0           1.29     1.48     1.92
         -------  ------   ------        --------  ------   ------
TOTAL     9.94   100.00   100.00          86.93   100.00   100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                    (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                    (EXCLUDING NON-RESPONSE CATEGORY)
```

0= blank or incorrect response
1= single
2= married
3= divorced
4= widowed

```
SEA - CROSS-TAB OF MARITAL STATUS UPON ENTERING E.H. TRAINING BY SEX
     NUMERIC CROSS-TAB, NO. 5

   ROW QUESTION  9 - WHFN ENTERING E.H. TRAINING, WHAT WAS MARITAL STATUS

    COL. QUFSTION  1 - WHAT IS YOUR SEX

         -----------------------------------      SEX      --------------------------------------
         ********** N.R. **********      ********** FEM. **********      ********** MALE **********
CODE      FREQ.     (1)      (2)          FREQ.     (1)      (2)          FREQ.     (1)      (2)
----      -----    -----    -----         -----    -----    -----         -----    -----    -----
  0       3.58    60.99                   13.68    17.44                   3.87    21.85
  1          0        0        0          35.61    45.39    54.98          6.42    36.25    46.39
  2       2.29    39.01   100.00          27.87    35.53    43.03          7.42    41.90    53.61
  3          0        0        0           1.29     1.64     1.99             0        0        0
         -------  ------   ------        --------  ------   ------        --------  ------   ------
TOTAL     5.87   100.00   100.00          78.45   100.00   100.00         17.71   100.00   100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                    (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                    (EXCLUDING NON-RESPONSE CATEGORY)
```

```
SEA - CROSS-TAB OF ACADEMIC DEGREE HELD WHEN ENTERED E.H. TRAINING BY PL FUNDING
     NUMERIC CROSS-TAB. NO.  6

   ROW QUESTION  118 - WHAT FORMAL EDUC. DEGREE HELD WHEN ENTERED E.H. TRAIN.

    COL. QUESTION  FUNDING FLAG - EVER FUNDED BY PL 85-926

          --------------------- PL FUNDING ---------------------
          ********** YES **********          ********** NO **********
CODE       FREQ.      (1)       (2)           FREQ.      (1)       (2)
----       -----     -----     -----          -----     -----     -----
 0            0         0                     31.42     36.14
 1         3.55     35.71     35.71           15.32     17.62     27.60
 2            0         0         0            1.00      1.15      1.80
 3         6.39     64.29     64.29           35.61     40.96     64.15
 4            0         0         0            3.58      4.12      6.48
       --------    ------    ------        --------    ------    ------
TOTAL      9.94    100.00    100.00           86.93    100.00    100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                   (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                   (EXCLUDING NON-RESPONSE CATEGORY)
```

0= blank or incorrect response
1= none
2= A.A.
3= B.A.
4= M.A.
5= Ed.S.
6= Doct.

```
SEA - CROSS-TAB OF IMPACT OF AVAIL. FINANCIAL AID ON DECISION TO ENTER E.H./SEX
     NUMERIC CROSS-TAB. NO.  7

   ROW QUESTION  12 - DID AMT. + KIND OF FINANCIAL AID AVAIL HELP MOTIV. YOU

    COL. QUESTION  1 - WHAT IS YOUR SEX

          ------------------------------------  SEX  ------------------------------------
          ********** N.R. **********     ********** FEM. **********     ********** MALE **********
CODE       FREQ.      (1)       (2)        FREQ.      (1)       (2)        FREQ.      (1)       (2)
----       -----     -----     -----       -----     -----     -----       -----     -----     -----
 0         3.58     60.99                  11.39     14.52                  3.87     21.85
 1            0         0         0        16.87     21.50     25.16           0         0         0
 2         1.29     21.94     56.33        12.00     15.30     17.89       10.00     56.47     72.25
 3         1.00     17.04     43.67        26.93     34.33     40.16        3.84     21.68     27.75
 4            0         0         0         7.42      9.46     11.06           0         0         0
 5            0         0         0         3.84      4.89      5.73           0         0         0
       --------    ------    ------     --------    ------    ------    --------    ------    ------
TOTAL      5.87    100.00    100.00        78.45    100.00    100.00       17.71    100.00    100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                   (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                   (EXCLUDING NON-RESPONSE CATEGORY)
```

0= no response
1= not at all
2= very little
3= moderately
4= very much

```
SEA - CROSS-TAB OF DISTANCE TRAVELED TO UNIV. FOR SP. ED. TRAIN./ PL FUND STATUS
     NUMERIC CROSS-TAB. NO.  8

   ROW QUESTION  13 - MILES FROM HOME TO UNIV. ATTENDED FOR SPEC. ED. TRAIN.

    COL. QUESTION  FUNDING FLAG - EVER FUNDED BY PL 85-926

          ---------------------- PL FUNDING ----------------------
          ********** YES **********       ********** NO **********
CODE      FREQ.     (1)      (2)          FREQ.     (1)      (2)
----      -----    -----    -----         -----    -----    -----
  0          0        0                   17.55    20.19
  1       6.39    64.29    64.29          52.19    60.04    75.22
  2          0        0        0           3.58     4.12     5.16
  3          0        0        0           5.87     6.75     8.46
  4       3.55    35.71    35.71           7.74     8.90    11.16
       --------   ------   ------       --------   ------   ------
TOTAL     9.94   100.00   100.00          86.93   100.00   100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                    (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                    (EXCLUDING NON-RESPONSE CATEGORY)
```

0= no response
1= 0-10
2= 10-50
3= 50-500
4= 500-1000

```
SEA - CROSS-TAB SHOWING IMPACT OF DRAFT ON DECISION OF MALES TO ENTER SPEC. ED.
     NUMERIC CROSS-TAB. NO.  9

   ROW QUESTION  14 - WHEN ENTERED E.H. THINK IT WOULD IMPROVE DRAFT STATUS

    COL. QUESTION  1 - WHAT IS YOUR SEX

          -------------------------------------   SEX   -------------------------------------
          ********** N.R. **********      ********** FEM. **********       ********** MALE **********
CODE      FREQ.     (1)      (2)          FREQ.     (1)      (2)           FREQ.     (1)      (2)
----      -----    -----    -----         -----    -----    -----          -----    -----    -----
  0       3.58    60.99                   13.97    17.81                    3.87    21.85
  2          0        0        0           4.58     5.84     7.10           3.84    21.68    27.75
  3       2.29    39.01   100.00          59.90    76.35    92.90          10.00    56.47    72.25
       --------   ------   ------       --------   ------   ------       --------   ------   ------
TOTAL     5.87   100.00   100.00          78.45   100.00   100.00          17.71   100.00   100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                    (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                    (EXCLUDING NON-RESPONSE CATEGORY)
```

0= blank or incorrect
2= no
3= non-applicable

```
SEA - CROSS-TAB OF QUALITY OF TRAINING EVALUATIONS GIVEN BY PL 85-926 FUNDING
     NUMERIC CROSS-TAB, NO. 10

   ROW QUESTION  17 - HOW EVALUATE QUALITY OF E.H. TRAINING THUS FAR

    COL. QUESTION  FUNDING FLAG - EVER FUNDED BY PL 85-926

          --------------------- PL FUNDING ---------------------
          *********** YES ***********      *********** NO   ***********
CODE       FREQ.       (1)        (2)          FREQ.       (1)        (2)
----       -----      -----      -----         -----      -----      -----
 0             0          0                    21.13      24.31
 1          3.84      38.63      38.63         24.64      28.34      37.45
 2          6.10      61.37      61.37         32.71      37.63      49.71
 3             0          0          0          7.45       8.57      11.32
 4             0          0          0          1.00       1.15       1.52
        --------     ------     ------      --------     ------     ------
TOTAL       9.94     100.00     100.00         86.93     100.00     100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                      (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                      (EXCLUDING NON-RESPONSE CATEGORY)
```

0= no response or blank
1= excellent
2= good
3= fair
4= poor

```
SEA - CROSS-TAB OF THOSE WHO HAVE LEFT PRACTICE AND PLAN TO RETURN/  BY PL FUND.
     NUMERIC CROSS-TAB. NO. 11

   ROW QUESTION  27A - WILL YOU EVER RETURN TO SPECIAL EDUCATION PRACTICE

    COL. QUESTION  FUNDING FLAG - EVER FUNDED BY PL 85-926

          ----------------------- PL FUNDING -----------------------
          *********** YES ***********       *********** NO  ***********
CODE       FREQ.      (1)      (2)          FREQ.       (1)      (2)
----       -----     -----    -----         -----      -----    -----
  0            0        0                       0          0
  1            0        0        0           2.00       2.30     2.30
  2         6.10    61.37    61.37          52.09      59.92    59.92
  3         3.84    38.63    38.63          32.84      37.78    37.78
          -------   ------   ------       --------     ------   ------
TOTAL       9.94   100.00   100.00          86.93     100.00   100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                    (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                    (EXCLUDING NON-RESPONSE CATEGORY)
```

0= no response
1= no
2= yes
3= undecided

```
SEA - CROSS-TAB OF THOSE WHO HAVE LEFT PRACTICE AND PLAN TO RETURN/  BY SEX
     NUMERIC CROSS-TAB. NO. 12

   ROW QUESTION  27A - WILL YOU EVER RETURN TO SPECIAL EDUCATION PRACTICE

    COL. QUESTION  1 - WHAT IS YOUR SEX

         -------------------------------------   SEX   -----------------------------------------
         *********** N.R. ***********      *********** FEM. ***********      *********** MALE ***********
CODE      FREQ.      (1)      (2)           FREQ.      (1)      (2)           FREQ.      (1)      (2)
----      -----     -----    -----          -----     -----    -----          -----     -----    -----
  0           0        0                        0         0                       0         0
  1           0        0        0            2.00      2.55     2.55              0         0        0
  2        2.58    43.95    43.95           47.90     61.06    61.06          11.58     65.39    65.39
  3        3.29    56.05    56.05           28.55     36.39    36.39           6.13     34.61    34.61
         -------   ------   ------        --------    ------   ------       --------    ------   ------
TOTAL      5.87   100.00   100.00           78.45    100.00   100.00          17.71    100.00   100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                    (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                    (EXCLUDING NON-RESPONSE CATEGORY)
```

```
SEA - CROSS-TAB OF YES RESP. TO 27A - IN HOW MANY YRS. WOULD YOU RETURN/ PL FUND

     NUMERIC CROSS-TAB, NO. 13

   ROW QUESTION  27B - IF WILL RETURN TO PRACTICE, IN HOW MANY YEARS

    COL. QUESTION  FUNDING FLAG - EVER FUNDED BY PL 85-926

          ----------------------- PL FUNDING -------------------------
          ********** YES **********        ********** NO  **********
YEARS      FREQ.      (1)      (2)          FREQ.      (1)      (2)
----       -----     -----    -----         -----     -----    -----
  0         6.10     61.37                  59.93     68.94
  1          0          0        0           5.29      6.09    19.59
  2          0          0        0          12.26     14.10    45.41
  3          0          0        0           4.58      5.27    16.96
  5         2.55     25.65    66.41          1.29      1.48     4.78
  6         1.29     12.94    33.59            0         0        0
  7          0          0        0           1.00      1.15     3.70
 10          0          0        0           1.29      1.48     4.78
 20          0          0        0           1.29      1.48     4.78
          --------  ------   ------       --------    ------   ------
TOTAL       9.94    100.00   100.00         86.93    100.00   100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                     (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                     (EXCLUDING NON-RESPONSE CATEGORY)
```

```
SEA - CROSS-TAB OF YES RESP. TO 27A - IN HOW MANY YRS. WOULD YOU RETURN/  BY SEX

     NUMERIC CROSS-TAB, NO. 14

   ROW QUESTION  27B - IF WILL RETURN TO PRACTICE, IN HOW MANY YEARS

    COL. QUESTION  1 - WHAT IS YOUR SEX

          ----------------------------------- SEX ------------------------------------
          ********** N.R. **********   ********** FEM. **********   ********** MALE **********
YEARS      FREQ.      (1)      (2)      FREQ.      (1)      (2)      FREQ.      (1)      (2)
----       -----     -----    -----     -----     -----    -----     -----     -----    -----
  0         3.58     60.99              53.74     68.50              12.58     71.03
  1          0          0        0       5.29      6.74    21.41       0         0        0
  2         1.00     17.04    43.67      8.71     11.10    35.25      3.84     21.68    74.85
  3         1.29     21.97    56.33      3.29      4.19    13.31       0         0        0
  5          0          0        0       3.84      4.89    15.54       0         0        0
  6          0          0        0       1.29      1.64     5.22       0         0        0
  7          0          0        0       1.00      1.27     4.05       0         0        0
 10          0          0        0       1.29      1.64     5.22       0         0        0
 20          0          0        0         0         0        0       1.29      7.28    25.15
          --------  ------   ------   --------   ------   ------   --------   ------   ------
TOTAL       4.87    100.00   100.00     78.45    100.00   100.00     17.71    100.00   100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                     (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                     (EXCLUDING NON-RESPONSE CATEGORY)
```

```
SEA - CROSS-TAB OF YES RESP. TO 27A - REASONS WHY YOU WOULD RETURN/  PL FUNDING
     NUMERIC CROSS-TAB. NO. 15

   ROW QUESTION  27C - IF WILL RETURN TO PRACTICE, REASONS WHY - 1ST RESPONSE

    COL. QUESTION  FUNDING FLAG - EVER FUNDED BY PL 85-926

         -----------------------  PL FUNDING  -------------------------
         *********** YES  ***********       *********** NO   **********
CODE     FREQ.      (1)       (2)           FREQ.      (1)       (2)
----     -----      -----     -----         -----      -----     -----
  0        7.65     76.96                     72.77    83.71
  2        0         0          0              1.00     1.15      7.06
  4        0         0          0              1.00     1.15      7.06
  5        0         0          0              1.29     1.48      9.11
  7        2.29     23.04     100.00          10.87    12.50     76.77
         --------   ------    ------         --------  ------    ------
TOTAL      9.94    100.00     100.00          86.93   100.00    100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                   (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                   (EXCLUDING NON-RESPONSE CATEGORY)
```

0= blank or incorrect response
2= smaller class size
4= increase pay scale and/or opportunities for advancement in the field
5= increase number of paraprofessionals in school system to aid teachers
7= desire to be of help to handicapped children

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SEA - CROSS-TAB OF PRESENT AGE BY SEX

    RANGE CROSS-TAB. NO.  1

  ROW QUESTION  2 - WHAT IS YOUR PRESENT AGE

   COL. QUESTION  1 - WHAT IS YOUR SEX

   AGE      ----------------------------------------      SEX    ----------------------------------------
           *********** N.R. ***********          *********** FEM. ***********        *********** MALE ***********
  RANGE       FREQ.      (1)       (2)            FREQ.      (1)       (2)            FREQ.      (1)       (2)
 --------     -----     -----     -----           -----     -----     -----           -----     -----     -----
NO RESP.          0         0                         0         0                         0         0
  20-   21        0         0         0            1.29      1.72      1.75                0         0         0
  22-   25        0         0         0           27.48     36.69     37.19             1.29      7.28      7.28
  26-   30     1.29     21.98     21.98           15.00     20.03     20.30             3.84     21.68     21.68
  31-   35     2.00     34.07     34.07            3.58      4.78      4.84             2.58     14.57     14.57
  36-   40        0         0         0           13.26     17.70     17.94             5.13     28.97     28.97
  41-   45     1.29     21.98     21.98            3.58      4.78      4.84             3.58     20.21     20.21
  46-   55     1.29     21.98     21.98            7.16      9.56      9.69             1.29      7.28      7.28
  56-   99        0         0         0            2.55      3.40      3.45                0         0         0
OUT-RANGE         0         0                     1.00      1.34                         0         0
           --------    ------    ------        --------    ------    ------         --------    ------    ------
 TOTAL         5.87    100.00    100.00           74.90    100.00    100.00            17.71    100.00    100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                    (INCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                    (EXCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
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SEA - CROSS-TAB OF AGE WHEN ENTERED TEACHER TRAINING BY SEX

     RANGE CROSS-TAB, NO.  2

   ROW QUESTION  5 - AT WHAT AGE DID YOU FIRST ENTER TEACHER TRAINING

    COL. QUESTION  FUNDING FLAG - EVER FUNDED BY PL 85-926
                                                        L-   X
                                                        SEX
            ----------------------------------       ---------------------------------------
   AGE      ***********  NR  ***********     ***********FEMr ***********     *********** MALE ***********
  RANGE       FREQ.      (1)      (2)          FREQ.      (1)      (2)          FREQ.      (1)      (2)
 -------      -----     -----    -----         -----     -----    -----         -----     -----    -----
NO RESP.          0         0                      0         0                      0         0
  10-   15        0         0        0          1.00      1.27     1.34             0         0        0
  16-   17        0         0        0          7.42      9.46     9.91             0         0        0
  18-   19     1.29     21.98    28.17         29.35     37.41    39.20          2.58     14.57    15.71
  20-   21     1.29     21.98    28.17         23.81     30.35    31.80          1.00      5.65     6.09
  22-   25     1.00     17.04    21.83          6.16      7.85     8.23          7.68     43.37    46.77
  26-   30     1.00     17.04    21.83          2.29      2.92     3.06          5.16     29.14    31.43
  31-   35        0         0        0          4.84      6.17     6.46             0         0        0
OUT-RANGE      1.29  [illegible].98             3.58      4.56                   1.29      7.28
            --------   ------   ------       --------   ------   ------      --------   ------   ------
 TOTAL         5.87    100.00   100.00         78.45    100.00   100.00         17.71    100.00   100.00

      COLUMN TITLES -
        (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                      (INCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
        (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                      (EXCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
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SEA - CROSS-TAB OF AGE WHEN ENTERED TEACHER TRAINING BY PL 85-926 FUNDING STATUS

     RANGE CROSS-TAB, NO.  3

   ROW QUESTION  5 - AT WHAT AGE DID YOU FIRST ENTER TEACHER TRAINING

    COL. QUESTION  FUNDING FLAG - EVER FUNDED BY PL 85-926

            ----------------------- PL FUNDING -----------------------
   AGE      ***********  YES  ***********      ***********  .0  ***********
  RANGE       FREQ.      (1)      (2)            FREQ.      (1)      (2)
 -------      -----     -----    -----           -----     -----    -----
NO RESP.          0         0                        0         0
  10-   15        0         0        0            1.00      1.15     1.22
  16-   17     3.04     38.63    38.63            2.29      2.63     2.79
  18-   19        0         0        0           31.93     36.73    38.91
  20-   21     2.55     25.65    25.65           23.55     27.09    28.70
  22-   25     2.55     25.65    25.65           12.29     14.14    14.98
  26-   30     1.00     10.06    10.06            6.16      7.09     7.51
  31-   35        0         0        0            4.84      5.57     5.90
OUT-RANGE         0         0                     4.87      5.60
            --------   ------   ------         --------   ------   ------
 TOTAL         9.94    100.00   100.00           86.93    100.00   100.00

      COLUMN TITLES -
        (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                      (INCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
        (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                      (EXCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
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SEA - CROSS-TAB OF AGE WHEN DECIDED TO ENTER E.M. TRAINING BY SEX

     RANGE CROSS-TAB, NO.  4

   ROW QUESTION  7 - AT WHAT AGE DID YOU DECIDE TO ENTER SPECIAL ED. TRAINING

    COL. QUFSTION  1 - WHAT IS YOUR SEX

                ------------------------------------------    SEX    -----------------------------------------------
     AGE        *********** N.R. ***********          *********** FEM. ***********        *********** MALE ***********
    RANGE        FREQ.       (1)       (2)             FREQ.       (1)       (2)            FREQ.       (1)       (2)
   -------       -----      -----     -----            -----      -----     -----           -----      -----     -----
 NO RESP.            0          0                          0          0                         0          0
   16-   17          0          0          0            3.58       4.56      5.78              0          0          0
   18-   19          0          0          0           20.03      25.53     32.36              0          0          0
   20-   21          0          0          0            7.16       9.13     11.57              0          0          0
   22-   25       1.00      17.04     100.00            9.45      12.05     15.27           3.84      21.68      29.91
   26-   30          0          0          0            4.58       5.84      7.40           7.71      43.53      60.05
   31-   35          0          0          0           10.68      13.61     17.25              0          0          0
   36-   40          0          0          0            2.58       3.29      4.17           1.29       7.28      10.05
   41-   45          0          0          0            1.29       1.64      2.08              0          0          0
   46-   55          0          0          0            2.55       3.25      4.12              0          0          0
 OUT-RANGE        4.87      82.96                      16.55      21.10                      4.87      27.50
               --------    ------    ------          --------    ------    ------         --------    ------    ------
  TOTAL           5.87     100.00    100.00            78.45     100.00    100.00            17.71     100.00    100.00
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SEA - CROSS-TAB OF AGE WHEN DECIDED TO ENTER E.M. TRAINING BY PL FUNDING STATUS

     RANGE CROSS-TAB, NO.  5

   ROW QUESTION  7 - AT WHAT AGE DID YOU DECIDE TO ENTER SPECIAL ED. TRAINING

    COL. QUFSTION  FUNDING FLAG - EVER FUNDED BY PL 85-926

                ----------------------- PL FUNDING -----------------------
     AGE        *********** YLS ***********       *********** .O ***********
    RANGE        FREQ.       (1)       (2)          FREQ.       (1)       (2)
   -------       -----      -----     -----         -----      -----     -----
 NO RESP.            0          0                       0          0
   16-   17       1.29      12.90      12.90         2.29       2.63      3.70
   18-   19       2.55      25.65      25.65        16.19      18.62     26.14
   20-   21          0          0          0         7.16       8.24     11.56
   22-   25          0          0          0        14.29      16.44     23.07
   26-   30       2.55      25.65      25.65         8.45       9.72     13.64
   31-   35       3.55      35.71      35.71         7.13       8.20     11.51
   36-   40          0          0          0         2.58       2.97      4.17
   41-   45          0          0          0         1.29       1.48      2.08
   46-   55          0          0          0         2.55       2.93      4.12
 OUT-RANGE           0          0                   25.00      28.76
               --------    ------    ------       --------    ------    ------
  TOTAL           9.94     100.00    100.00        86.93     100.00    100.00

      COLUMN TITLES -
        (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                      (INCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
        (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                      (EXCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
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SEA - CROSS-TAB OF AGE WHEN FIRST ENTERED E.M. TRAINING BY PL FUNDING STATUS

     RANGE CROSS-TAB. NO.  6

   ROW QUESTION  8 - AT WHAT AGE DID YOU FIRST ENTER SPECIAL EDUC. TRAINING

    COL. QUESTION  FUNDING FLAG - EVER FUNDED BY PL 85-926

                 ---------------------- PL FUNDING ----------------------
    AGE          ********** YES **********       ********** NO  **********
   RANGE           FREQ.      (1)       (2)           FREQ.     (1)      (2)
  -------          -----     -----     -----          -----    -----    -----
 NO RESP.              0         0                        0        0
   16-   17            0         0         0           1.29     1.48     2.00
   18-   19         2.55     25.65     25.65          15.19    17.47    23.55
   20-   21         1.29     12.98     12.98           7.87     9.05    12.20
   22-   25            0         0         0          19.45    22.37    30.15
   26-   30         2.55     25.65     25.65           6.16     7.09     9.55
   31-   35         3.55     35.71     35.71           8.13     9.35    12.60
   36-   40            0         0         0           2.58     2.97     4.00
   41-   45            0         0         0           1.29     1.48     2.00
   46-   55            0         0         0           2.55     2.93     3.95
 OUT-RANGE             0         0                    22.42    25.79
                --------    ------    ------       --------   ------   ------
  TOTAL             9.94    100.00    100.00          86.93   100.00   100.00
```

```
SEA - CROSS-TAB OF AGE WHEN FIRST ENTERED E.M. TRAINING BY SEX

     RANGE CROSS-TAB. NO.  7

   ROW QUESTION  8 - AT WHAT AGE DID YOU FIRST EN[illegible] SPECIAL EDUC. TRAINING

    COL. QUESTION  1 - WHAT IS YOUR SEX

              ----------------------------------------  SEX   ----------------------------------------
    AGE       ********** N.R. **********       ********** FEM. **********       ********** MALE **********
   RANGE        FREQ.     (1)       (2)          FREQ.     (1)       (2)          FREQ.      (1)       (2)
  -------       -----    -----     -----         -----    -----     -----         -----     -----     -----
 NO RESP.           0        0                       0        0                       0         0
   16-   17         0        0         0          1.29     1.64      2.00             0         0         0
   18-   19         0        0         0         19.03    24.26     29.81             0         0         0
   20-   21         0        0         0          9.16    11.68     14.21             0         0         0
   22-   25      1.00    17.04    100.00         14.61    18.62     22.66          3.84     21.68     29.91
   26-   30         0        0         0          2.29     2.92      3.55          7.71     43.53     60.05
   31-   35         0        0         0         11.68    14.89     18.11             0         0         0
   36-   40         0        0         0          2.58     3.29      4.00          1.29      7.28     10.05
   41-   45         0        0         0          1.29     1.64      2.00             0         0         0
   46-   55         0        0         0          2.55     3.25      3.95             0         0         0
 OUT-RANGE       4.87    82.96                   13.97    17.81                    4.87     27.50
             --------   ------    ------      --------   ------    ------      --------    ------    ------
  TOTAL          5.87   100.00    100.00         78.45   100.00    100.00         17.71    100.00    100.00

     COLUMN TITLES -
       (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                     (INCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
       (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                     (EXCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
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SEA - CROSS-TAB OF COLLEGE SEMESTER HRS. COMPLETED WHEN ENTERED E.H. TRAIN./FUND
     RANGE CROSS-TAB, NO.  8

   ROW QUESTION  11A - HOW MANY COLLEGE SEMESTER HRS. WHEN ENTERED E.H. TRAIN

    COL. QUESTION  FUNDING FLAG - EVER FUNDED BY PL 85-926
    SEM.     ----------------------- PL FUNDING -----------------------
     HR      ********** YES **********       ********** NO  **********
   RANGE       FREQ.     (1)      (2)          FREQ.     (1)      (2)
  -------      -----    -----    -----         -----    -----    -----
  NO RESP.         0        0                      0        0
    0-   15     6.39    64.29    64.29         62.32    86.17    86.17
   16-   30        0        0        0          1.29     1.78     1.78
   31-   45     2.55    25.65    25.65          1.29     1.78     1.78
   46-   65        0        0        0          3.58     4.95     4.95
   66-  120     1.00    10.06    10.06          3.84     5.31     5.31
  OUT-RANGE        0        0                      0        0
             --------  ------   ------      --------   ------   ------
   TOTAL        9.94   100.00   100.00         72.32   100.00   100.00

      COLUMN TITLES -
        (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                      (INCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
        (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                      (EXCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
```

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SEA - CROSS-TAB OF COLLEGE SEMESTER HRS. COMPLETED WHEN ENTERED E.H. TRAIN./SEX
     RANGE CROSS-TAB, NO.  9

   ROW QUESTION  11A - HOW MANY COLLEGE SEMESTER HRS. WHEN ENTERED E.H. TRAIN

    COL. QUESTION  1 - WHAT IS YOUR SEX
    SEM.     -------------------------------------    SEX   -------------------------------------
     HR      ********** N.R. **********       ********** FEM. **********      ********** MALE **********
   RANGE       FREQ.     (1)      (2)          FREQ.     (1)      (2)          FREQ.     (1)      (2)
  -------      -----    -----    -----         -----    -----    -----         -----    -----    -----
  NO RESP.         0        0                      0        0                      0        0
    0-   15     5.87   100.00   100.00         52.84    82.77    82.77         13.87    84.47    84.47
   16-   30        0        0        0          1.29     2.02     2.02             0        0        0
   31-   45        0        0        0          3.84     6.02     6.02             0        0        0
   46-   65        0        0        0          3.58     5.61     5.61             0        0        0
   66-  120        0        0        0          2.29     3.59     3.59          2.55    15.53    15.53
  OUT-RANGE        0        0                      0        0                      0        0
             --------  ------   ------      --------   ------   ------      --------   ------   ------
   TOTAL        5.87   100.00   100.00         63.84   100.00   100.00         16.42   100.00   100.00

      COLUMN TITLES -
        (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                      (INCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
        (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                      (EXCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
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SEA - CROSS-TAB OF AGE WHEN FIRST ENTERED E.H. PRACTICE BY PL FUNDING STATUS

    RANGE CROSS-TAB, NO. 10

  ROW QUESTION  20 - AT WHAT AGE DID YOU FIRST ENTER SPECIAL EDUC. PRACTICE

   COL. QUESTION  FUNDING FLAG - EVER FUNDED BY PL 85-926

             ---------------------- PL FUNDING ----------------------
   AGE       ********** YES **********        ********** NO  **********
  RANGE        FREQ.      (1)      (2)           FREQ.     (1)      (2)
 -------       -----     -----    -----          -----    -----    -----
NO RESP.           0         0                       0        0
  20-   21      3.84     38.63    38.63          11.32    13.02    13.75
  22-   25         0         0        0          36.06    41.48    43.79
  26-   30         0         0        0           7.42     8.54     9.01
  31-   35      6.10     61.37    61.37           9.87    11.35    11.99
  36-   40         0         0        0          10.26    11.80    12.46
  41-   45         0         0        0           2.58     2.97     3.13
  46-   55         0         0        0           4.84     5.57     5.88
OUT-RANGE          0         0                    4.58     5.27
            --------    ------   ------       --------   ------   ------
 TOTAL          9.94    100.00   100.00          86.93   100.00   100.00
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SEA - CROSS-TAB OF AGE WHEN FIRST ENTERED E.H. PRACTICE BY SEX

    RANGE CROSS-TAB, NO. 11

  ROW QUESTION  20 - AT WHAT AGE DID YOU FIRST ENTER SPECIAL EDUC. PRACTICE

   COL. QUESTION  1 - WHAT IS YOUR SEX

             ---------------------------------------   SEX   ---------------------------------------
   AGE       ********** N.R. **********      ********** FEM. **********      ********** MALE **********
  RANGE        FREQ.      (1)      (2)          FREQ.     (1)      (2)          FREQ.     (1)      (2)
 -------       -----     -----    -----         -----    -----    -----         -----    -----    -----
NO RESP.           0         0                      0        0                      0        0
  10-   15         0         0        0             0        0        0             0        0        0
  16-   17         0         0        0             0        0        0             0        0        0
  18-   19         0         0        0             0        0        0             0        0        0
  20-   21         0         0        0         16.45    20.97    22.27             0        0        0
  22-   25      2.29     39.01    39.01         31.19    39.76    42.22          3.87    21.85    21.85
  26-   30         0         0        0          2.29     2.92     3.10          6.42    36.25    36.25
  31-   35      1.00     17.04    17.04         10.13    12.91    13.71          4.84    27.33    27.33
  36-   40      1.29     21.98    21.98          6.39     8.15     8.65          2.58    14.57    14.57
  41-   45      1.29     21.98    21.98          2.58     3.29     3.49             0        0        0
  46-   55         0         0        0          4.84     6.17     6.55             0        0        0
  56-   99         0         0        0             0        0        0             0        0        0
OUT-RANGE          0         0                   4.58     5.84                      0        0
            --------    ------   ------      --------   ------   ------      --------   ------   ------
 TOTAL          5.87    100.00   100.00         78.45   100.00   100.00         17.71   100.00   100.00

      COLUMN TITLES -
        (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                      (INCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
        (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                      (EXCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
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SEA - CROSS-TAB OF AGE WHEN DECIDED TO LEAVE SPECIAL EDUC. PRACTICE /  BY SEX

    RANGE CROSS-TAB, NO. 12

  ROW QUESTION  24 - AT WHAT AGE DID YOU DECIDE TO LEAVE SPEC. ED. PRACTICE

   COL. QUESTION  1 - WHAT IS YOUR SEX

           ----------------------------------------- SEX  ----------------------------------------
 . AGE     *********** N.R. ***********      *********** FEM. ***********     *********** MALE ***********
 RANGE        FREQ.      (1)       (2)          FREQ.      (1)       (2)          FREQ.      (1)      (2)
--------      -----     -----     -----         -----     -----     -----         -----     -----    -----
NO RESP.          0         0                       0         0                     0         0
  10-   15        0         0         0             0         0         0           0         0        0
  16-   17        0         0         0             0         0         0           0         0        0
  18-   19        0         0         0             0         0         0           0         0        0
  20-   21        0         0         0          1.29      1.67      2.47           0         0        0
  22-   25        0         0         0         22.03     28.44     42.11        1.29      7.28    11.46
  26-   30     2.29     39.01     50.00         12.71     16.41     24.29        3.84     21.68    34.10
  31-   35     1.00     17.04     21.83          5.58      7.20     10.67        4.84     27.33    42.98
  36-   40        0         0         0          3.29      4.25      6.29           0         0        0
  41-   45        0         0         0          1.29      1.67      2.47        1.29      7.28    11.46
  46-   55     1.29     21.98     28.17          6.13      7.91     11.72           0         0        0
  56-   99        0         0         0             0         0         0           0         0        0
OUT-RANGE      1.29     21.98                   25.13     32.45                  6.45     36.42
           --------    ------    ------      --------    ------    ------     --------    ------   ------     --------    ------   -----
TOTAL          5.87    100.00    100.00         77.45    100.00    100.00        17.71    100.00   100.00            0    100.00   100.0

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                    (INCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                    (EXCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
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REP - MOST IMPORTANT THINGS CAUSING FIRST CONSIDERATION OF EDUCATION AS FIELD

    SIMPLE TABULATION, NO.  1

     QUESTION  4 - WHAT MOST IMP. THING CAUSED 1ST CONSIDER EDUC.- 1ST RESP

       CODE       FREQ.      (1)       (2)
       ----       -----     -----     -----
         0        11.86      8.64
         1         1.00       .73       .80
         3        12.22      8.91      9.75
         4         7.22      5.26      5.76
         6         1.29       .94      1.03
         7        15.92     11.60     12.70
         8         3.00      2.19      2.39
         9         2.00      1.46      1.60
        10         4.29      3.13      3.42
        11        33.65     24.53     26.85
        12         6.58      4.80      5.25
        13        10.57      7.70      8.43
        15         2.29      1.67      1.83
        16         8.22      5.99      6.56
        17        17.09     12.46     13.63
               ---------    ------    ------
       TOTAL     137.20    100.00    100.00


     COLUMN TITLES -
       (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                        (INCLUDING NON-RESPONSE CATEGORY)
       (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                        (EXCLUDING NON-RESPONSE CATEGORY)
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REP - MOST IMPORTANT THINGS CAUSING FIRST CONSIDERATION OF EDUCATION AS FIEL

    SIMPLE TABULATION, NO.  2

     QUESTION  4 - WHAT MOST IMP. THING CAUSED 1ST CONSIDER EDUC.- 2ND RESP

       CODE       FREQ.      (1)       (2)
       ----       -----     -----     -----
         0       121.75     88.74
         3         4.29      3.13     27.77
         4         1.00       .73      6.47
         6         4.29      3.13     27.77
        11         2.58      1.88     16.70
        12         1.29       .94      8.35
        17         2.00      1.46     12.94
               ---------    ------    ------
       TOTAL     137.20    100.00    100.00


     COLUMN TITLES -
       (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                        (INCLUDING NON-RESPONSE CATEGORY)
       (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                        (EXCLUDING NON-RESPONSE CATEGORY)
```

<u>Codes</u>

4. What was the most <u>important</u> thing that caused you to <u>first</u> seriously consider education as your field:

0 = no response or incorrect
1 = local or state board of education

3 = parents or relatives
4 = assembly, career day, seminar classes, discussions groups regarding regular education

6 = educational literature and mass media

<u>Codes</u> (Cont.)

7 = observing or conversing with students or professionals in educati
8 = advisors, counselors, etc
9 = pre-professional work in education
10 = interest in particular subject taught in schools
11 = desire to teach children and/or young people
12 = salary scale or potential and benefits of field
13 = need for qualified teachers in education
15 = opportunity for obtaining funding, grants, etc
16 = social relevancy
17 = other

```
REP - TABULATION OF REG. ED. PRACTITIONERS WHO TRAINED FOR SPECIAL EDUC. CAREER

     SIMPLE TABULATION, NO.  3

      QUESTION  6 - EVER TRAIN FOR CAREER IN EDUCATION FOR THE HANDICAPPED

        CODE        FREQ.        (1)         (2)
        ----        -----       -----       -----
          0             0           0
          1          5.00        3.64        3.64
          2        132.20       96.36       96.36
                 ---------      ------      ------
        TOTAL      137.20      100.00      100.00


      COLUMN TITLES -
        (1) =   PERCENT OF TOTAL NUMBER OF RESPONSES
                        (INCLUDING NON-RESPONSE CATEGORY)
        (2) =   PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                        (EXCLUDING NON-RESPONSE CATEGORY)
```

Codes

6. Did you ever train for a career in Education for the Handicapped?
Yes ___ No ___

0 = blank or incorrect response
1 = yes
2 = no

```
REP - TABULATION OF REG. ED. PRACTITIONER MARITAL STATUS UPON ENTERING TRAININ

     SIMPLE TABULATION, NO.  4

      QUESTION  7 - WHEN ENTERING TEACHER TRAINING, WHAT WAS MARITAL STATUS

        CODE        FREQ.        (1)         (2)
        ----        -----       -----       -----
          0          2.64        1.92
          1        111.41       81.20       82.80
          2         23.15       16.87       17.20
                 ---------      ------      ------
        TOTAL      137.20      100.00      100.00


      COLUMN TITLES -
        (1) =   PERCENT OF TOTAL NUMBER OF RESPONSES
                        (INCLUDING NON-RESPONSE CATEGORY)
        (2) =   PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                        (EXCLUDING NON-RESPONSE CATEGORY)
```

Codes

7. When you entered teacher training, what was your marital status?
Single __ Married __ Divorced __ Widowed __

0 = blank or incorrect response
1 = single
2 = married

```
REP - TAB OF IMPACT OF AVAILABLE FINANCIAL AID ON MOTIVATION TO BECOME A TEACHER

     SIMPLE TABULATION, NO.  5

      QUESTION  8 - DID AMT. + KIND OF FINANCIAL AID AVAIL HELP MOTIVATE YOU

        CODE       FREQ.       (1)        (2)
        ----       -----      -----      -----
          0         7.57       5.52
          1       102.33      74.58      78.94
          2        21.14      15.41      16.31
          3         6.16       4.49       4.75
                --------     ------     ------
        TOTAL     137.20     100.00     100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                       (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                       (EXCLUDING NON-RESPONSE CATEGORY)
```

Codes

8. Did the amount and kind of financial support available for teacher training help motivate you to enter that field? Not at All __ Moderately __ Very Much __

0 = no response
1 = not at all
2 = moderately
3 = very much

```
REP - TABULATION OF FIRST SOURCE OF INFORMATION ABOUT TEACHING
     SIMPLE TABULATION, NO.  6

      QUESTION  10 - WHAT WAS 1ST SOURCE OF INFO. ABOUT TEACHING - 1ST RESP.
       CODE        FREQ.       (1)        (2)
       ----        -----      -----      -----
         0         26.07      19.00
         2         21.73      15.84      19.55
         3         24.38      17.77      21.94
         4          3.29       2.40       2.96
         5          9.93       7.24       8.94
         6          4.29       3.13       3.86
         7         30.06      21.91      27.05
         8         10.87       7.92       9.78
         9          1.00        .73        .90
        11          5.58       4.07       5.02
                 --------     ------     ------
       TOTAL      137.20     100.00     100.00


     COLUMN TITLES -
       (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                     (INCLUDING NON-RESPONSE CATEGORY)
       (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                     (EXCLUDING NON-RESPONSE CATEGORY)
```

```
REP - TABULATION OF FIRST SOURCE OF INFORMATION ABOUT TEACHING
     SIMPLE TABULATION, NO.  7

      QUESTION  10 - WHAT WAS 1ST SOURCE OF INFO. ABOUT TEACHING - 2ND RESP.
       CODE        FREQ.       (1)        (2)
       ----        -----      -----      -----
         0        119.34      86.98
         3          3.64       2.65      20.38
         5          3.29       2.40      18.42
         6          8.93       6.51      50.00
         7          1.00        .73       5.60
        10          1.00        .73       5.60
                 --------     ------     ------
       TOTAL      137.20     100.00     100.00


     COLUMN TITLES -
       (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                     (INCLUDING NON-RESPONSE CATEGORY)
       (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                     (EXCLUDING NON-RESPONSE CATEGORY)
```

<u>Codes</u>

10. What was your first source of information about teaching?

0 = no response or incorrect

2 = college education department or course relating or dealing with education
3 = parents and/or relatives
4 = assembly, career day, seminar, clubs, discussion groups, relating to education

<u>Codes</u> (Cont)

5 = Individuals concerned with if not professionally involved with education field
6 = education materials or media
7 = observing or conversing with education
8 = advisors, counselors
9 = pre-professional work in education
10 = professional organization(s)
11 = other

```
REP - TABULATION OF QUALITY OF TRAINING EVALUATIONS GIVEN BY REG. ED. PRAC.
     SIMPLE TABULATION, NO.  8

      QUESTION  11 - HOW EVALUATE QUALITY OF TEACHER TRAINING THUS FAR

        CODE        FREQ.       (1)        (2)
        ----        -----      -----      -----
          0          8.28       6.03
          1         30.96      22.57      24.01
          2         47.08      34.31      36.52
          3         47.24      34.43      36.64
          4          3.64       2.65       2.82
                 ---------    ------     ------
        TOTAL      137.20     100.00     100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                         (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                         (EXCLUDING NON-RESPONSE CATEGORY)
```

Codes

11. How would you evaluate the quality of your training to be a teacher thus far? Excellent __ Fair __ Good __ Poor __

0 = no response or incorrect
1 = excellent
2 = good
3 = fair
4 = poor

```
REP - TABULATION OF PRESENT TITLE OF REGULAR EDUCATION PRACTITIONERS
     SIMPLE TABULATION, NO.  9

      QUESTION  12A - WHAT IS YOUR PRESENT TITLE  .

        CODE        FREQ.       (1)        (2)
        ----        -----      -----      -----
          0         20.45      14.91
          1          3.29       2.40       2.82
          2          7.64       5.57       6.54
          3          5.00       3.64       4.28
          4         85.02      61.97      72.82
          5          2.29       1.67       1.96
         11         13.51       9.85      11.57
                 ---------    ------     ------
        TOTAL      137.20     100.00     100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                         (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                         (EXCLUDING NON-RESPONSE CATEGORY)
```

Codes

12A. What is your present title?

0 = incorrect of blank response
1 = supervisor
2 = director
3 = coordinator
4 = teacher
5 = therapist
11 = other

```
REP - TAB OF REGULAR ED. PRAC. WHO ADMIT AVOIDING CONTACT WITH THE HANDICAPPED

     SIMPLE TABULATION, NO. 10.

      QUESTION  13A - IF NO CONTACT WITH H.C. PERSONS, HAVE AVOIDED CONTACT

        CODE        FREQ.       (1)        (2)
        ----        -----      -----      -----
          0          1.00        .73
          1        107.88      78.63      79.21
          3         28.32      20.64      20.79
                 ---------     ------     ------
        TOTAL      137.20     100.00     100.00


     COLUMN TITLES -
       (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                     (INCLUDING NON-RESPONSE CATEGORY)
       (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                     (EXCLUDING NON-RESPONSE CATEGORY)
```

Codes

13A. If no contact with handicapped persons, have avoided contact.

0 = no response
1 = contact, yes

3 = contact no, avoid no

```
REP - TABULATION OF SITUATION OF FIRST CONTACT WITH HANDICAPPED PERSON

     SIMPLE TABULATION, NO.  11.

      QUESTION  13B - IN WHAT SITUATION WAS 1ST CONTACT WITH H.C. PERSONS

        CODE        FREQ.       (1)        (2)
        ----        -----      -----      -----
          0         80.47      58.65
          1         17.79      12.97      31.36
          2          6.64       4.84      11.70
          3         20.73      15.11      36.54
          4          4.93       3.59       8.69
          5          1.00        .73       1.76
          6          3.00       2.19       5.29
          7          2.64       1.92       4.65
                 ---------     ------     ------
        TOTAL      137.20     100.00     100.00


     COLUMN TITLES -
       (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                     (INCLUDING NON-RESPONSE CATEGORY)
       (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                     (EXCLUDING NON-RESPONSE CATEGORY)
```

Codes

13B. In what situation was first contact with handicapped persons?

0 = blank or incorrect response
1 = home of neighborhood
2 = camp or related situation
3 = school
4 = medical or covational institution
5 = charity organization, association for the handicapped, etc.
6 = do contact yet
7 = college EH department of clinic or course dealing with or related to EH

```
REP - TABULATION OF RELATIONSHIP TO HANDICAPPED PERSON FIRST CONTACTED

     SIMPLE TABULATION, NO. 12.

      QUESTION  13C - WHAT WAS RELATIONSHIP TO 1ST H.C. PERSON CONTACTED

        CODE        FREQ.       (1)        (2)
        ----        -----      -----      -----
         0          94.11      68.59
         1          15.80      11.52      36.67
         2           7.28       5.31      16.89
         3           1.29        .94       2.99
         5           1.00        .73       2.32
         6           5.28       3.85      12.25
         7          12.44       9.07      28.87
                 ---------    ------     ------
        TOTAL      137.20     100.00     100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                         (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                         (EXCLUDING NON-RESPONSE CATEGORY)
```

Codes

13C. What was relationship to first handicapped person contacted?

0 = blank or incorrect response
1 = teacher or clinician
2 = immediate family
3 = student teacher
5 = pre-professional work in EH
6 = observing or conversing with students or professionals EH
7 = friend and/or neighbor

```
REP - TABULATION OF REGULAR ED. PRACTITIONERS WITH PERSONAL OR FAMILY HANDICA

     SIMPLE TABULATION, NO. 13.

      QUESTION  14 - ARE YOU OR IS A MEMBER OF YOUR FAMILY HANDICAPPED

        CODE        FREQ.       (1)        (2)
        ----        -----      -----      -----
         0          32.03      23.35
         1           7.93       5.78       7.54
         2          97.24      70.87      92.46
                 ---------    ------     ------
        TOTAL      137.20     100.00     100.00


      COLUMN TITLES -
        (1) =  PERCENT OF TOTAL NUMBER OF RESPONSES
                         (INCLUDING NON-RESPONSE CATEGORY)
        (2) =  PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                         (EXCLUDING NON-RESPONSE CATEGORY)
```

Codes

14. Are you, or is a member of your family handicapped? Yes __ No __

0 = no response
1 = yes
2 = no

```
REP - TABULATION, BY RANGES, OF AGE WHEN DECIDED TO BECOME A TEACHER

     RANGE TABULATION, NO.  1

      QUESITON  3 - AT WHAT AGE DID YOU DECIDE TO BECOME A TEACHER
            AGE
            RANGE          FREQ.       (1)        (2)
            -----          -----      -----      -----
             N.R.              0          0
            16-   20       68.61      50.01      70.75
            21-   25       13.22       9.64      13.63
            26-   30        5.93       4.32       6.11
            31-   35        2.00       1.46       2.06
            36-   40        3.58       2.61       3.69
            41-   45        3.64       2.65       3.75
             O.R.          40.22      29.31
                        --------     ------     ------
                 TOTAL    137.20     100.00     100.00

     COLUMN TITLES -
       (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                     (INCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
       (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                     (EXCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
```

```
REP - TABULATION, BY RANGES, OF AGE WHEN FIRST ENTERED TEACHER TRAINING

     RANGE TABULATION, NO.  2

       QUESTION  5 - AT WHAT AGE DID YOU FIRST ENTER TEACHER TRAINING
           AGE
           RANGE            FREQ.       (1)        (2)
           -----            -----      -----      -----
            N.R.                0          0
           16-    20        97.67      72.58      76.53
           21-    25        16.45      12.23      12.89
           26-    30         6.93       5.15       5.43
           31-    35         1.00        .74        .78
           36-    40         3.29       2.45       2.58
           41-    45         2.29       1.70       1.79
            O.R.             6.93       5.15
                         --------     ------     ------
                 TOTAL     134.56     100.00     100.00

       COLUMN TITLES -
         (1) = PERCENT OF TOTAL,NUMBER OF RESPONSES
                      (INCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
         (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                      (EXCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
```

```
REP - CROSS-TAB SHOWING IMPACT OF DRAFT ON DECISION OF MALES TO ENTER TEACHING

     NUMERIC CROSS-TAB, NO.  1

   ROW QUESTION  9 - WHEN ENTERED TEACH., THINK IT WOULD IMPROVE DRAFT STATUS

    COL. QUESTION  1 - WHAT IS YOUR SEX

       --------------------------------                           -----------------------------
       *********** N.R. ***********                               *********** MALE ***********
CODE      FREQ.       (1)        (2)                                  FREQ.       (1)       (2)
----      -----      -----      -----                                 -----      -----     -----
  0          0          0                                                 0          0
  2       3.00      42.86      42.86                                  11.16      55.72     55.72
  3       4.00      57.14      57.14                                   8.87      44.28     44.28
       ---------   ------     ------                               --------     ------    ------
TOTAL     7.00     100.00     100.00                                  20.03     100.00    100.00

    COLUMN TITLES -
      (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                    (INCLUDING NON-RESPONSE CATEGORY)
      (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                    (EXCLUDING NON-RESPONSE CATEGORY)
```

Codes

9. When you decided to become a teacher did you think that it might improve your draft status? Yes __ No __ Not applicable __

0 = no response

2 = no
3 = not applicable

```
REP - CROSS-TAB OF PRESENT AGE BY SEX

    RANGE CROSS-TAB, NO.  1

  ROW QUESTION  2 - WHAT IS YOUR PRESENT AGE

   COL. QUESTION  1 - WHAT IS YOUR SEX

              ---------------------------------------    SEX    ----------------------------------------
              *********** N.R. ***********       *********** FEM. ***********      *********** MALE ***********
  RANGE         FREQ.      (1)        (2)           FREQ.     (1)        (2)            FREQ.     (1)        (2)
 -------        -----     -----      -----          -----    -----      -----           -----    -----      -----
NO RESP.            0         0                         0        0                          0        0
  22-   25       2.00     33.33      33.33          27.44    30.26      31.17            3.29    20.00      20.00
  26-   30       1.00     16.67      16.67          20.72    22.85      23.53            3.29    20.00      20.00
  31-   35       1.00     16.67      16.67           9.92    10.94      11.27            1.29     7.84       7.84
  36-   40       2.00     33.33      33.33          11.87    13.09      13.48            4.58    27.84      27.84
  41-   45          0         0          0           1.00     1.10       1.14            2.00    12.16      12.16
  46-   55          0         0          0          11.51    12.69      13.07            2.00    12.16      12.16
  56-   99          0         0          0           5.58     6.15       6.34               0        0          0
OUT-RANGE           0         0                      2.64     2.91                          0        0
             --------    ------     ------       --------   ------     ------        --------   ------     ------
 TOTAL           6.00    100.00     100.00          90.68   100.00     100.00           16.45   100.00     100.00

     COLUMN TITLES -
       (1) = PERCENT OF TOTAL NUMBER OF RESPONSES
                     (INCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
       (2) = PERCENT OF PARTIAL TOTAL NUMBER OF RESPONSES
                     (EXCLUDING NON-RESPONSE AND OUT-OF-RANGE CATEGORIES)
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Profile #1

```
SES - MEAN RESPONSE FOR EACH OF THE SECTION H.2 ASPECT ITEMS /  BY SES TYPE

    CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

 ASPECT GROUP  H.2 - HOW FELT ABOUT PRACTICE IN E.H. WHEN ENTERED SPEC. EDUC. TEACHER TRAINING

     COL. QUESTION  - TYPE OF SES (RECIP-AT-FUND..NONRECIP-AT-FUND..AT NONFUND.)

            ----------------------------  SES TYPE  ----------------------------                  TOTAL
 ASPECT     ****** R/F  ******          ****** NR/F ******          ****** N.F. ******         -----------------
 NUMBER       FREQ.        MEAN            FREQ.       MEAN            FREQ.       MEAN           FREQ.       MEAN
 ------       -----        ----            -----       ----            -----       ----           -----       ----
    1        186.88        6.84           193.95       5.51           135.95       6.69          516.78       6.30
    2        185.45        3.66           188.92       3.29           138.38       3.64          512.75       3.52
    3        184.45        2.55           193.78       1.08           138.38       2.52          516.61       1.99
    4        186.88        2.79           192.35       1.49           138.38       2.97          517.61       2.35
    5        184.02        1.74           191.35       2.21           136.95       2.60          512.32       2.15
    6        185.88        1.02           192.78        .84           138.38       1.58          517.04       1.10
    7        186.45        8.61           193.78       8.61           137.38       8.95          517.61       8.70
    8        181.45        2.91           190.35       1.91           136.95       2.35          508.75       2.38
    9        184.88        5.50           192.35       5.05           137.38       5.78          514.61       5.41
   10        180.59        1.64           192.78        .61           136.95       1.23          510.32       1.14
   11        185.88        5.78           193.78       5.03           137.38       5.70          517.04       5.48
   12        185.45        2.84           193.78       2.60           138.38       2.49          517.61       2.66
   13        185.68        3.32           193.78       2.37           138.38       2.11          518.04       2.64
   14        187.88        3.46           193.78       3.78           138.38       3.58          520.04       3.61
   15        181.02        3.97           189.75       3.41           136.95       4.29          507.72       3.85
   16        185.88        8.53           193.78       8.44           138.38       8.23          518.04       8.43
   17        184.45        2.86           190.78       2.61           136.95       3.47          512.18       2.93
   18        184.45        1.92           192.35       1.42           138.38       1.85          515.18       1.71
   19        183.02        4.64           193.78       4.12           138.38       5.08          515.18       4.57
   20        184.88        2.66           189.35       2.71           138.38       2.77          512.61       2.71
   21        189.48        4.80           203.53       4.45           138.38       5.47          531.39       4.84

            NON-RESPONDENTS            NON-RESPONDENTS            NON-RESPONDENTS            NON-RESPONDENTS
                 5.43                       23.50                      11.32                      40.25
```

1. Social relevancy of work with handicapped children
2. The rate of advancement in Education for the Handicapped
3. Amount of prestige associated with Education for the Handicapped
4. Work hours in Education for the Handicapped
5. General working conditions in Education for the Handicapped
6. The amount of time left for leisure and relaxation
7. Working with Handicapped children
8. Difficulty level of work in Education for the Handicapped
9. Chances for success in Education for the Handicapped
10. The status you would gain among your peers
11. The way a career in education for the Handicapped could fit into your style of life
12. The starting pay
13. The amount of vacation
14. The salary potential
15. Income security
16. Relevancy of working with the handicapped to your personal values
17. Time left to spend with your family after work
18. The public image of a teacher in Education for the Handicapped
19. The size of the classes you would be teaching
20. The flexibility to leave and return to work as your personal plans require
21. The ease with which you could find a job in the field after completion of training

— Profile #1

```
SES - MEAN RESPONSE FOR EACH SECTION B ADDITIONAL ASPECT ITEM GIVEN /BY SES TYPE

     CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

  ASPECT GROUP  ADD. ASPECTS FOR B  -  ANY OTHER ASPECTS OF E.H. CONSIDERED

     COL. QUESTION  - TYPE OF SES (RECIP-AT-FUND.,NONRECIP-AT-FUND.,AT NONFUND.)

           ---------------------------- SES TYPE ----------------------------                      TOTAL
 ASPECT    ****** R/F  ******        ****** NR/F ******         ****** N.F. ******         ------------------
 NUMBER     FREQ.        MEAN          FREQ.       MEAN           FREQ.       MEAN           FREQ.       MEAN
 ------     -----        ----          -----       ----           -----       ----           -----       ----
    1       3.86        10.00          3.03        9.00           1.00       10.00           7.89        9.62
    2       4.29         4.67          4.03        5.29           2.00       10.00          10.32        5.94
    3       1.43        10.00          3.00        2.67           1.43      -10.00           5.86        1.37
    4       2.43        10.00          7.89        7.08           1.00       10.00          11.32        7.97
    5          0            0             0           0           1.00        7.00           1.00        7.00
    6       3.00         8.67          5.43        7.37           4.29        8.67          12.72        8.11
    7       2.00        10.00          1.00        7.00           2.00       10.00           5.00        9.40
    8       1.43        10.00          1.00       10.00           1.00       10.00           3.43       10.00
    9       3.43         8.25          1.43       10.00              0           0           4.86        8.77
   10          0            0             0           0           2.00        9.00           2.00        9.00
   11       6.86         9.56          9.32        9.85           4.00        9.75          20.18        9.73
   12          0            0          1.00       10.00              0           0           1.00       10.00
   13       1.00         8.00             0           0           1.43       10.00           2.43        9.18
   14       3.00        10.00             0           0              0           0           3.00       10.00
   15       6.43         9.53          4.03        9.26           3.03        7.00          13.49        8.88
   16       1.00         7.00          1.43      -10.00              0           0           2.43       -3.00
   17       2.43         9.18          4.43       10.00              0           0           6.86        9.71
   18       1.43         8.00             0           0              0           0           1.43        8.00
   19       1.00        -9.00             0           0           1.43        9.00           2.43        1.59
   20          0            0          7.06        8.71              0           0           7.06        8.71
   21       5.86         8.29          1.00       10.00              0           0           6.86        8.54
   22          0            0          1.43       10.00              0           0           1.43       10.00
   23       8.46         9.53          9.49        8.59          11.52       10.00          29.47        9.41
   25       6.06        10.00          3.03      -10.00              0           0           9.09        3.33

       NON-RESPONDENTS           NON-RESPONDENTS             NON-RESPONDENTS            NON-RESPONDENTS
           151.55                    181.55                      120.86                     453.96
```

1. Research opportunities in Education for the Handicapped
2. Opportunities for involvement in Teacher Training
3. Emotional involvement with Education for the Handicapped pupils
4. Feeling of accomplishment with pupils
5. Ability to work with handicapped member of family
6. Need for qualified Education for the Handicapped teachers
7. Opportunity for individuality in teacher methods
8. Professionalism and respect in Education for the Handicapped field
9. Co-workers in the Education for the Handicapped profession
10. Opportunity for individualized teaching for Education for the Handicapped students
11. Personal satisfaction with job
12. Association with handicapped children
13. Flexibility of classroom situation and data
14. Mobility between Education for the Handicapped field and regular education
15. Challenge
16. Financial aid
17. Ability to teach handicapped children
18. Opportunities to work in Education for the Handicapped Administration Curriculum Development
19. Professionals in Education for the Handicapped field
20. Personal desire for knowledge of field
21. Mobility within Education for the Handicapped field
22. Time required for study
23. Social relevancy
24. State accredidation
25. Other

Profile #1

```
SES - MEAN RESPONSE FOR EACH OF THE SECTION H.1 ASPECT ITEMS /  BY SES TYPE

    CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

  ASPECT GROUP  H.1 - HOW YOU FELT ABOUT TRAINING IN EDUC. FOR THE HANDICAPPED WHEN ENTERED IT

      COL. QUESTION  - TYPE OF SES (RECIP-AT-FUND.,NONRECIP-AT-FUND.,AT NONFUND.)

             ----------------------------  SES TYPE  ----------------------------               TOTAL
 ASPECT      ****** R/F  ******        ****** NR/F ******          ****** N.F. ******         -----------------
 NUMBER        FREQ.        MEAN          FREQ.        MEAN           FREQ.       MEAN           FREQ.       MEAN
 ------        -----        ----          -----        ----           -----       ----           -----       ----
    1         186.88        7.67         213.85        7.03          138.78       7.32          539.51       7.33
    2         185.88        3.29         212.25         .73          136.78        .68          534.91       1.61
    3         184.45        1.37         215.28        1.23          136.78       1.41          536.51       1.32
    4         185.45        6.53         212.85        6.43          139.78       5.40          538.08       6.20
    5         182.02        2.33         211.85        1.92          138.78       2.44          532.65       2.20
    6         180.85        1.83         214.28        1.32          138.78       1.01          533.91       1.41
    7         183.45        2.68         212.25        1.36          138.35       3.00          534.05       2.24

           NON-RESPONDENTS            NON-RESPONDENTS           NON-RESPONDENTS              NON-RESPONDENTS
               10.46                      13.78                      9.92                         34.16
```

1. Interest level of the training and course content
2. Financial support for training available to students in Education for the Handicapped
3. Difficulty of the training and course work
4. Quality of training in Education for the Handicapped
5. Ease of entry into training in Education for the Handicapped
6. Length of training required
7. Status associated with being a student in Education for the Handicapped

Profile #2

```
SES - MEAN RESPONSE FOR EACH OF THE SECTION C.2 ASPECT ITEMS /  BY SES TYPE

    CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

  ASPECT GROUP  C.2 - HOW YOU FEEL NOW ABOUT THESE ASPECTS OF PRACTICE IN E.H.

     COL. QUESTION  - TYPE OF SES (RECIP-AT-FUND..NONRECIP-AT-FUND..AT NONFUND.)

            ----------------------------- SES TYPE  ----------------------------             TOTAL
ASPECT      ****** R/F  ******         ****** NR/F ******          ****** N.F. ******       ------------------
NUMBER       FREQ.        MEAN          FREQ.       MEAN            FREQ.       MEAN         FREQ.      MEAN
------       -----        ----          -----       ----            -----       ----         -----      ----
   1        177.45        7.49         185.89       5.34           130.06       6.52        493.40      6.42
   2        176.02        4.27         187.92       3.49           130.06       4.04        494.00      3.91
   3        177.45        2.46         185.49        .65           130.06       2.25        493.00      1.73
   4        177.45        3.31         188.49       2.14           130.06       2.77        496.00      2.73
   5        175.02        2.20         188.92       1.94           130.06       2.36        494.00      2.14
   6        178.45        1.82         189.92       1.56           130.06       2.34        498.43      1.85
   7        177.02        8.58         189.92       8.37           130.06       8.58        497.00      8.50
   8        177.45        3.06         189.92       2.41           130.06       2.66        497.43      2.71
   9        177.02        5.88         188.92       5.72           129.06       5.60        495.00      5.74
  10        177.45        1.95         189.92        .94           130.06       1.16        497.43      1.36
  11        179.45        6.21         189.92       5.14           130.06       5.86        499.43      5.71
  12        179.45        2.91         188.92       3.47           130.06       2.54        498.43      3.03
  13        179.45        3.61         189.92       2.90           130.06       2.54        499.43      3.06
  14        180.45        3.94         189.92       4.29           130.06       4.02        500.43      4.09
  15        176.42        4.35         188.49       3.97           129.06       5.01        493.97      4.38
  16        179.45        8.33         189.92       7.78           129.06       7.88        498.43      8.00
  17        178.45        2.96         188.92       2.97           130.06       3.82        497.43      3.19
  18        178.45        2.36         189.92       1.38           129.06       2.25        497.43      1.96
  19        176.59        5.21         188.92       4.73           129.06       4.92        494.57      4.95
  20        178.45        3.23         184.46       3.22           126.03       3.21        488.94      3.22
  21        179.45        5.49         189.92       4.87           130.06       5.92        499.43      5.36

         NON-RESPONDENTS          NON-RESPONDENTS          NON-RESPONDENTS          NON-RESPONDENTS
              16.89                    40.14                    19.64                    76.67
```

1. Social relevancy of work with handicapped children
2. The rate of advancement in Education for the Handicapped
3. Amount of prestige associated with Education for the Handicapped
4. Work hours in Education for the Handicapped
5. General working conditions in Education for the Handicapped
6. The amount of time left for leisure and relaxation
7. Working with Handicapped children
8. Difficulty level of work in Education for the Handicapped
9. Chances for success in Education for the Handicapped
10. The status you would gain among your peers
11. The way a career in education for the Handicapped could fit into your style of life
12. The starting pay
13. The amount of vacation
14. The salary potential
15. Income security
16. Relevancy of working with the handicapped to your personal values
17. Time left to spend with your family after work
18. The public image of a teacher in Education for the Handicapped
19. The size of the classes you would be teaching
20. The flexibility to leave and return to work as your personal plans require
21. The ease with which you could find a job in the field after completion of training

— Profile #2

```
SES - MEAN RESPONSE FOR EACH SECTION C ADDITIONAL ASPECT ITEM GIVEN /BY SES TYPE

    CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

  ASPECT GROUP  ADD. ASPECTS FOR C  -  ANY OTHER ASPECTS OF E.H. CONSIDERED

     COL. QUESTION  - TYPE OF SES (RECIP-AT-FUND.,NONRECIP-AT-FUND.,AT NONFUND.)

           -----------------------------  SES TYPE  ----------------------------               TOTAL
ASPECT     ****** R/F  ******       ****** NR/F ******        ****** N.F. ******         ------------------
NUMBER       FREQ.       MEAN         FREQ.       MEAN          FREQ.       MEAN           FREQ.      MEAN
------       -----       ----         -----       ----          -----       ----           -----      ----
   1         2.86       10.00         3.03       10.00            0           0            5.89      10.00
   2         2.86        8.50         4.03       10.00            0           0            6.89       9.38
   3         1.43       10.00         1.00      -10.00            0           0            2.43       1.77
   4           0           0          1.00      -10.00            0           0            1.00     -10.00
   5         2.00       10.00         3.00        5.67          1.00       10.00           6.00       7.83
   6         1.00        8.00           0           0           1.43       10.00           2.43       9.18
   7         2.00          0          1.00       -8.00            0           0            3.00      -2.67
   8         3.43       -1.37           0           0           2.00          0            5.43      -0.87
   9           0           0          2.43       -1.77          1.00       10.00           3.43       1.66
  10           0           0          2.43       -1.77            0           0            2.43      -1.77
  11         1.43       10.00           0           0             0           0            1.43      10.00
  13         1.00        9.00           0           0             0           0            1.00       9.00
  17         1.00       10.00         2.43       10.00            0           0            3.43      10.00
  18         1.00        9.00         1.00          0             0           0            2.00       4.50
  20         2.43        8.77         2.00          0             0           0            4.43       4.81
  21         2.86        8.50         5.46        7.78          1.00       10.00           9.32       8.24
  23         2.43       10.00         2.43        8.23          1.43        7.00           6.29       8.64
  24           0           0          1.00       -9.00            0           0            1.00      -9.00

           NON-RESPONDENTS          NON-RESPONDENTS           NON-RESPONDENTS           NON-RESPONDENTS
               177.33                   206.29                    142.84                    526.45
```

1. Research opportunities in Education for the Handicapped
2. Opportunities for involvement in Teacher Training
3. Emotional involvement with Education for the Handicapped pupils
4. Feeling of accomplishment with pupils
5. Ability to work with handicapped member of family
6. Need for qualified Education for the Handicapped teachers
7. Opportunity for individuality in teacher methods
8. Professionalism and respect in Education for the Handicapped field
9. Co-workers in the Education for the Handicapped profession
10. Opportunity for individualized teaching for Education for the Handicapped students
11. Personal satisfaction with job
12. Association with handicapped children
13. Flexibility of classroom situation and data
14. Mobility between Education for the Handicapped field and regular education
15. Challenge
16. Financial aid
17. Ability to teach handicapped children
18. Opportunities to work in Education for the Handicapped Administration Curriculum Development
19. Professionals in Education for the Handicapped field
20. Personal desire for knowledge of field
21. Mobility within Education for the Handicapped field
22. Time required for study
23. Social relevancy
24. State accredidation
25. Other

Profile #2

```
SES - MEAN RESPONSE FOR EACH OF THE SECTION C.1 ASPECT ITEMS /  BY SES TYPE

    CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

  ASPECT GROUP  C.1 - HOW YOU FEEL NOW ABOUT THESE ASPECTS OF TRAINING IN E.H.

      COL. QUESTION  - TYPE OF SES (RECIP-AT-FUND.,NONRECIP-AT-FUND.,AT NONFUND.)

            -----------------------------  SES TYPE  ------------------------------              TOTAL
  ASPECT    ****** R/F  ******         ****** NR/F ******          ****** N.F. ******       ------------------
  NUMBER     FREQ.        MEAN           FREQ.      MEAN            FREQ.       MEAN         FREQ.      MEAN
  ------     -----        ----           -----      ----            -----       ----         -----      ----
    1       184.88        7.15          207.73      6.47           136.78       6.66        529.39      6.76
    2       183.45        6.16          205.73      2.24           138.81       2.11        527.99      3.57
    3       183.88        2.50          204.70      1.69           138.36       1.74        526.96      1.99
    4       184.88        5.42          201.84      6.17           138.81       4.93        525.53      5.58
    5       181.88        2.45          206.30      1.52           138.81       2.19        526.99      2.02
    6       178.88        2.22          205.87      1.07           138.38       1.22        523.13      1.50
    7       182.88        2.42          207.73      1.28           138.81       1.86        529.42      1.83

           NON-RESPONDENTS            NON-RESPONDENTS             NON-RESPONDENTS           NON-RESPONDENTS
               11.46                       21.33                       9.89                      42.68
```

1. Interest level of the training and course content
2. Financial support for training available to students in Education for the Handicapped
3. Difficulty of the training and course work
4. Quality of training in Education for the Handicapped
5. Ease of entry into training in Education for the Handicapped
6. Length of training required
7. Status associated with being a student in Education for the Handicapped

Profile #3

SES - MEAN RESPONSE FOR EACH OF THE SECTION B.2 ASPECT ITEMS / BY SEX

CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

ASPECT GROUP B.2 - HOW FELT ABOUT PRACTICE IN E.H. WHEN ENTERED SPEC. EDUC. TEACHER TRAINING

COL. QUESTION 1 - WHAT IS YOUR SEX (NO RESPONSE,FEMALE,MALE)

ASPECT NUMBER	SEX ****** N.R. ****** FREQ.	 MEAN	 ****** FEM. ****** FREQ.	 MEAN	 ****** MALE ****** FREQ.	 MEAN	TOTAL FREQ.	 MEAN
1	12.52	5.57	425.46	6.39	78.80	5.95	516.78	6.30
2	12.52	6.74	421.43	3.66	78.80	2.24	512.75	3.52
3	12.52	1.13	423.86	2.26	80.23	.69	516.61	1.99
4	12.52	3.22	424.86	2.35	80.23	2.26	517.61	2.35
5	12.52	-2.35	421.00	2.35	78.80	1.79	512.32	2.15
6	12.52	-0.24	424.29	1.14	80.23	1.10	517.04	1.10
7	12.52	8.79	423.86	8.82	81.23	8.05	517.61	8.70
8	12.52	2.57	416.00	2.53	80.23	1.57	508.75	2.38
9	11.09	5.18	423.29	5.68	80.23	4.02	514.61	5.41
10	12.52	.56	417.57	1.16	80.23	1.15	510.32	1.14
11	12.52	2.49	424.29	5.84	80.23	4.03	517.04	5.48
12	12.52	.80	424.86	2.87	80.23	1.83	517.61	2.66
13	12.52	.80	425.29	2.79	80.23	2.15	518.04	2.64
14	12.52	2.49	426.29	3.72	81.23	3.20	520.04	3.61
15	12.52	1.60	414.97	3.88	80.23	4.05	507.72	3.85
16	12.52	8.31	424.29	8.59	81.23	7.60	518.04	8.43
17	12.52	.56	420.43	3.05	79.23	2.68	512.18	2.93
18	12.52	-1.21	422.43	1.91	80.23	1.12	515.18	1.71
19	12.52	5.08	422.43	4.83	80.23	3.08	515.18	4.57
20	12.52	0	419.86	3.09	80.23	1.14	512.61	2.71
21	12.52	2.81	437.64	5.00	81.23	4.30	531.39	4.84
	NON-RESPONDENTS 0		NON-RESPONDENTS 34.79		NON-RESPONDENTS 5.46		NON-RESPONDENTS 40.25	

1. Social relevancy of work with handicapped children
2. The rate of advancement in Education for the Handicapped
3. Amount of prestige associated with Education for the Handicapped
4. Work hours in Education for the Handicapped
5. General working conditions in Education for the Handicapped
6. The amount of time left for leisure and relaxation
7. Working with Handicapped children
8. Difficulty level of work in Education for the Handicapped
9. Chances for success in Education for the Handicapped
10. The status you would gain among your peers
11. The way a career in education for the Handicapped could fit into your style of life
12. The starting pay
13. The amount of vacation
14. The salary potential
15. Income security
16. Relevancy of working with the handicapped to your personal values
17. Time left to spend with your family after work
18. The public image of a teacher in Education for the Handicapped
19. The size of the classes you would be teaching
20. The flexibility to leave and return to work as your personal plans require
21. The ease with which you could find a job in the field after completion of training

Profile #3

```
SES - MEAN RESPONSE FOR EACH SECTION B ADDITIONAL ASPECT ITEM GIVEN / BY SEX

   CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

  ASPECT GROUP  ADD. ASPECTS FOR B  -  ANY OTHER ASPECTS OF E.H. CONSIDERED

     COL. QUESTION  1 - WHAT IS YOUR SEX (NO RESPONSE,FEMALE,MALE)

          ----------------------------      SEX      ----------------------------              TOTAL
ASPECT    ****** N.R. ******          ****** FEM. ******          ****** MALE ******      -----------------
NUMBER     FREQ.       MEAN            FREQ.       MEAN             FREQ.       MEAN        FREQ.     MEAN
------     -----       ----            -----       ----             -----       ----        -----     ----
   1          0          0              6.46       9.53              1.43      10.00         7.89     9.62
   2          0          0              8.89       5.77              1.43       7.00        10.32     5.94
   3          0          0              4.86      -0.41              1.00      10.00         5.86     1.37
   4          0          0              9.89       7.67              1.43      10.00        11.32     7.97
   5          0          0              1.00       7.00                 0          0         1.00     7.00
   6          0          0              8.72       7.25              4.00      10.00        12.72     8.11
   7          0          0              3.00      10.00              2.00       8.50         5.00     9.40
   8          0          0              3.43      10.00                 0          0         3.43    10.00
   9          0          0              3.43       8.25              1.43      10.00         4.86     8.77
  10          0          0              2.00       9.00                 0          0         2.00     9.00
  11       1.43      10.00             17.75       9.69              1.00      10.00        20.18     9.73
  12          0          0                 0          0              1.00      10.00         1.00    10.00
  13          0          0              2.43       9.18                 0          0         2.43     9.18
  14          0          0              2.00      10.00              1.00      10.00         3.00    10.00
  15          0          0             11.49       9.21              2.00       7.00        13.49     8.88
  16          0          0              2.43      -3.00                 0          0         2.43    -3.00
  17          0          0              4.86       9.59              2.00      10.00         6.86     9.71
  18          0          0              1.43       8.00                 0          0         1.43     8.00
  19          0          0              2.43       1.59                 0          0         2.43     1.59
  20          0          0              7.06       8.71                 0          0         7.06     8.71
  21          0          0              4.43       7.74              2.43      10.00         6.86     8.54
  22          0          0              1.43      10.00                 0          0         1.43    10.00
  23          0          0             25.01       9.48              4.46       9.04        29.47     9.41
  25          0          0              9.09       3.33                 0          0         9.09     3.33

        NON-RESPONDENTS        NON-RESPONDENTS        NON-RESPONDENTS        NON-RESPONDENTS
            11.09                  373.36                  69.51                  453.96
```

1. Research opportunities in Education for the Handicapped
2. Opportunities for involvement in Teacher Training
3. Emotional involvement with Education for the Handicapped pupils
4. Feeling of accomplishment with pupils
5. Ability to work with handicapped member of family
6. Need for qualified Education for the Handicapped teachers
7. Opportunity for individuality in teacher methods
8. Professionalism and respect in Education for the Handicapped field
9. Co-workers in the Education for the Handicapped profession
10. Opportunity for individualized teaching for Education for the Handicapped students
11. Personal satisfaction with job
12. Association with handicapped children
13. Flexibility of classroom situation and data
14. Mobility between Education for the Handicapped field and regular education
15. Challenge
16. Financial aid
17. Ability to teach handicapped children
18. Opportunities to work in Education for the Handicapped Administration Curriculum Development
19. Professionals in Education for the Handicapped field
20. Personal desire for knowledge of field
21. Mobility within Education for the Handicapped field
22. Time required for study
23. Social relevancy
24. State accredidation
25. Other

Profile #3

```
SES - MEAN RESPONSE FOR EACH OF THE SECTION H.1 ASPECT ITEMS /  BY SEX

   CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

 ASPECT GROUP  H.1 - HOW YOU FELT ABOUT TRAINING IN EDUC. FOR THE HANDICAPPED WHEN ENTERED IT

    COL. QUESTION  1 - WHAT IS YOUR SEX (NO RESPONSE,FEMALE,MALE)

           -----------------------------   SEX   ---------------------------                TOTAL
 ASPECT    ****** N.R. ******         ****** FEM. ******        ****** MALE ******          ------------------
 NUMBER      FREQ.       MEAN           FREQ.      MEAN           FREQ.      MEAN            FREQ.       MEAN
 ------      -----       ----           -----      ----           -----      ----            -----       ----
   1         12.52       3.84          448.36      7.47           78.63      7.06           539.51       7.33
   2         11.52        .87          444.76      1.43           78.63      2.73           534.91       1.61
   3         12.52       2.69          446.36      1.24           77.63      1.58           536.51       1.32
   4         12.52       6.85          446.93      6.41           78.63      4.89           538.08       6.20
   5         12.52       5.77          442.50      2.22           77.63      1.48           532.65       2.20
   6         12.52       3.60          443.76      1.43           77.63       .93           533.91       1.41
   7         12.52        .40          443.90      2.39           77.63      1.67           534.05       2.24

          NON-RESPONDENTS           NON-RESPONDENTS          NON-RESPONDENTS            NON-RESPONDENTS
                0                        26.10                     8.06                       34.16
```

1. Interest level of the training and course content
2. Financial support for training available to students in Education for the Handicapped
3. Difficulty of the training and course work
4. Quality of training in Education for the Handicapped
5. Ease of entry into training in Education for the Handicapped
6. Length of training required
7. Status associated with being a student in Education for the Handicapped

Profile #4

```
SES - MEAN RESPONSE FOR EACH OF THE SECTION C.2 ASPECT ITEMS /  BY SEX

    CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

  ASPECT GROUP  C.2 - HOW YOU FEEL NOW ABOUT THESE ASPECTS OF PRACTICE IN E.H.

     COL. QUESTION  1 - WHAT IS YOUR SEX (NO RESPONSE,FEMALE,MALE)

             ----------------------------  SEX   ----------------------------             TOTAL
ASPECT       ****** N.R. ******          ****** FEM. ******        ****** MALE ******        -----------------
NUMBER        FREQ.        MEAN           FREQ.        MEAN         FREQ.       MEAN          FREQ.      MEAN
------        -----        ----           -----        ----         -----       ----          -----      ----
   1          12.52        3.52          401.65        6.59         79.23       6.05         493.40      6.42
   2          12.52        6.69          403.68        4.05         77.80       2.77         494.00      3.91
   3          12.52         .81          401.25        1.94         79.23        .76         493.00      1.73
   4          12.52        2.81          405.25        2.98         78.23       1.82         496.00      2.73
   5          12.52       -1.78          402.25        2.21         79.23       2.42         494.00      2.14
   6          12.52         .56          406.68        1.95         79.23       1.57         498.43      1.85
   7          12.52        9.27          404.25        8.78         80.23       6.96         497.00      8.50
   8          12.52        3.95          405.68        2.74         79.23       2.32         497.43      2.71
   9          12.52        5.79          404.25        5.88         78.23       5.12         495.00      5.74
  10          12.52         .80          405.68        1.44         79.23       1.05         497.43      1.36
  11          12.52        4.19          407.68        5.96         79.23       4.69         499.43      5.71
  12          12.52         .80          406.68        3.39         79.23       1.53         498.43      3.03
  13          12.52         .80          407.68        3.34         79.23       2.05         499.43      3.06
  14          12.52        2.98          407.68        4.20         80.23       3.70         500.43      4.09
  15          12.52        3.29          405.25        4.47         76.20       4.08         493.97      4.38
  16          12.52        8.31          406.68        8.25         79.23       6.68         498.43      8.00
  17          12.52         .56          406.68        3.29         78.23       3.04         497.43      3.19
  18          12.52        2.25          405.68        2.15         79.23        .87         497.43      1.96
  19          12.52        5.41          403.82        5.17         78.23       3.72         494.57      4.95
  20          12.52       -0.65          398.19        3.47         78.23       2.58         488.94      3.22
  21          12.52        5.53          407.68        5.53         79.23       4.47         499.43      5.36

           NON-RESPONDENTS            NON-RESPONDENTS           NON-RESPONDENTS           NON-RESPONDENTS
                  0                        69.21                     7.46                      76.67
```

1. Social relevancy of work with handicapped children
2. The rate of advancement in Education for the Handicapped
3. Amount of prestige associated with Education for the Handicapped
4. Work hours in Education for the Handicapped
5. General working conditions in Education for the Handicapped
6. The amount of time left for leisure and relaxation
7. Working with Handicapped children
8. Difficulty level of work in Education for the Handicapped
9. Chances for success in Education for the Handicapped
10. The status you would gain among your peers
11. The way a career in education for the Handicapped could fit into your style of life
12. The starting pay
13. The amount of vacation
14. The salary potential
15. Income security
16. Relevancy of working with the handicapped to your personal values
17. Time left to spend with your family after work
18. The public image of a teacher in Education for the Handicapped
19. The size of the classes you would be teaching
20. The flexibility to leave and return to work as your personal plans require
21. The ease with which you could find a job in the field after completion of training

Profile #4

```
SES - MEAN RESPONSE FOR EACH SECTION C ADDITIONAL ASPECT ITEM GIVEN / BY SEX

    CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

 ASPECT GROUP  ADD. ASPECTS FOR C  -  ANY OTHER ASPECTS OF E.H. CONSIDERED

    COL. QUESTION  1 - WHAT IS YOUR SEX (NO RESPONSE,FEMALE,MALE)

             ----------------------------   SEX   ----------------------------           TOTAL
 ASPECT      ****** N.R. ******        ****** FEM. ******         ****** MALE ******      ------------------
 NUMBER        FREQ.      MEAN           FREQ.      MEAN           FREQ.      MEAN          FREQ.      MEAN
 ------        -----      ----           -----      ----           -----      ----          -----      ----
    1             0          0            4.46      10.00           1.43      10.00          5.89      10.00
    2             0          0            4.46      10.00           2.43       8.23          6.89       9.38
    3             0          0            2.43       1.77              0          0          2.43       1.77
    4             0          0            1.00     -10.00              0          0          1.00     -10.00
    5             0          0            4.00       6.75           2.00      10.00          6.00       7.83
    6             0          0            2.43       9.18              0          0          2.43       9.18
    7             0          0            2.00      -8.50           1.00       9.00          3.00      -2.67
    8             0          0            5.43      -0.87              0          0          5.43      -0.87
    9             0          0            1.00      10.00           2.43      -1.77          3.43       1.66
   10             0          0            1.43     -10.00           1.00      10.00          2.43      -1.77
   11             0          0            1.43      10.00              0          0          1.43      10.00
   13             0          0            1.00       9.00              0          0          1.00       9.00
   17             0          0            2.43      10.00           1.00      10.00          3.43      10.00
   18             0          0            2.00       4.50              0          0          2.00       4.50
   20             0          0            3.43       3.29           1.00      10.00          4.43       4.81
   21             0          0            5.46       7.78           3.86       8.89          9.32       8.24
   23             0          0            4.86       9.12           1.43       7.00          6.29       8.64
   24             0          0            1.00      -9.00              0          0          1.00      -9.00

            NON-RESPONDENTS          NON-RESPONDENTS            NON-RESPONDENTS          NON-RESPONDENTS
                 12.52                    437.96                     75.97                    526.45
```

1. Research opportunities in Education for the Handicapped
2. Opportunities for involvement in Teacher Training
3. Emotional involvement with Education for the Handicapped pupils
4. Feeling of accomplishment with pupils
5. Ability to work with handicapped member of family
6. Need for qualified Education for the Handicapped teachers
7. Opportunity for individuality in teacher methods
8. Professionalism and respect in Education for the Handicapped field
9. Co-workers in the Education for the Handicapped profession
10. Opportunity for individualized teaching for Education for the Handicapped students
11. Personal satisfaction with job
12. Association with handicapped children
13. Flexibility of classroom situation and data
14. Mobility between Education for the Handicapped field and regular education
15. Challenge
16. Financial aid
17. Ability to teach handicapped children
18. Opportunities to work in Education for the Handicapped Administration Curriculum Development
19. Professionals in Education for the Handicapped field
20. Personal desire for knowledge of field
21. Mobility within Education for the Handicapped field
22. Time required for study
23. Social relevancy
24. State accredidation
25. Other

Profile #4

```
SES - MEAN RESPONSE FOR EACH OF THE SECTION C.1 ASPECT ITEMS /  BY SEX

    CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

  ASPECT GROUP  C.1 - HOW YOU FEEL NOW ABOUT THESE ASPECTS OF TRAINING IN E.H.

     COL. QUESTION  1 - WHAT IS YOUR SEX (NO RESPONSE,FEMALE,MALE)

         ---------------------------      SEX     ---------------------------                  TOTAL
ASPECT   ****** N.R. ******         ****** FEM. ******         ****** MALE ******           ----------------
NUMBER     FREQ.       MEAN           FREQ.       MEAN           FREQ.       MEAN             FREQ.       MEAN
------     -----       ----           -----       ----           -----       ----             -----       ----
   1       12.52       4.92          435.64       6.95           81.23       5.97            529.39       6.76
   2       12.52       2.25          435.24       3.48           80.23       4.27            527.99       3.57
   3       12.52       3.55          433.21       2.01           81.23       1.61            526.96       1.99
   4       12.52       6.05          431.78       5.67           81.23       5.01            525.53       5.58
   5       12.52       5.95          434.24       1.91           80.23       2.00            526.99       2.02
   6       12.52       1.77          431.38       1.70           79.23        .39            523.13       1.50
   7       11.52        .87          437.67       1.93           80.23       1.39            529.42       1.83

       NON-RESPONDENTS            NON-RESPONDENTS            NON-RESPONDENTS             NON-RESPONDENTS
              0                        36.22                       6.46                        42.68
```

1. Interest level of the training and course content
2. Financial support for training available to students in Education for the Handicapped
3. Difficulty of the training and course work
4. Quality of training in Education for the Handicapped
5. Ease of entry into training in Education for the Handicapped
6. Length of training required
7. Status associated with being a student in Education for the Handicapped

Profile #5

SED - MEAN RESPONSE FOR EACH SECTION B ADDITIONAL ASPECT ITEM GIVEN /BY SED TYPE

CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

ASPECT GROUP ADD. ASPECTS FOR B - ANY OTHER ASPECTS OF E.H. CONSIDERED

COL. QUESTION - TYPE OF SED (RECIP-AT-FUND..NONRECIP-AT-FUND..AT NONFUND.)

ASPECT NUMBER	SED TYPE ****** R/F ****** FREQ.	 MEAN	 ****** NR/F ****** FREQ.	 MEAN	 ****** N.F. ****** FREQ.	 MEAN	TOTAL FREQ.	 MEAN
1	0	0	3.44	9.07	0	0	3.44	9.07
2	0	0	2.37	10.00	0	0	2.37	10.00
3	0	0	1.00	10.00	1.00	10.00	2.00	10.00
4	0	0	13.16	9.16	0	0	13.16	9.16
5	0	0	2.07	6.62	0	0	2.07	6.62
6	0	0	9.11	9.67	1.00	10.00	10.11	9.70
7	0	0	7.88	6.68	0	0	7.88	6.68
8	0	0	2.14	8.50	1.00	3.00	3.14	6.75
9	0	0	4.14	8.50	0	0	4.14	8.50
10	0	0	4.74	10.00	0	0	4.74	10.00
11	0	0	10.88	8.79	1.00	10.00	11.88	8.89
12	0	0	3.21	5.33	0	0	3.21	5.33
13	0	0	1.00	7.00	0	0	1.00	7.00
14	0	0	3.44	10.00	1.00	2.00	4.44	8.20
15	0	0	11.02	8.71	0	0	11.02	8.71
16	0	0	9.48	5.25	3.37	6.44	12.85	5.56
17	0	0	3.07	-1.35	0	0	3.07	-1.35
18	0	0	3.37	8.59	0	0	3.37	8.59
19	0	0	3.14	1.59	0	0	3.14	1.59
20	0	0	1.00	10.00	0	0	1.00	10.00
21	0	0	3.07	6.74	1.00	2.00	4.07	5.58
22	0	0	0	0	1.00	10.00	1.00	10.00
23	0	0	6.88	10.00	1.00	2.00	7.88	8.98
25	0	0	2.37	7.00	2.00	-2.50	4.37	2.65
	NON-RESPONDENTS 10.35		NON-RESPONDENTS 270.83		NON-RESPONDENTS 16.69		NON-RESPONDENTS 297.87	

1. Research opportunities in Education for the Handicapped
2. Opportunities for involvement in Teacher Training
3. Emotional involvement with Education for the Handicapped pupils
4. Feeling of accomplishment with pupils
5. Ability to work with handicapped member of family
6. Need for qualified Education for the Handicapped teachers
7. Opportunity for individuality in teacher methods
8. Professionalism and respect in Education for the Handicapped field
9. Co-workers in the Education for the Handicapped profession
10. Opportunity for individualized teaching for Education for the Handicapped students
11. Personal satisfaction with job
12. Association with handicapped children
13. Flexibility of classroom situation and data
14. Mobility between Education for the Handicapped field and regular education
15. Challenge
16. Financial aid
17. Ability to teach handicapped children
18. Opportunities to work in Education for the Handicapped Administration Curriculum Development
19. Professionals in Education for the Handicapped field
20. Personal desire for knowledge of field
21. Mobility within Education for the Handicapped field
22. Time required for study
23. Social relevancy
24. State accredidation
25. Other

7

Profile #5

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SED - MEAN RESPONSE FOR EACH OF THE SECTION H.1 ASPECT ITEMS /  BY SED TYPE

   CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

 ASPECT GROUP  H.1 - HOW YOU FELT ABOUT TRAINING IN EDUC. FOR THE HANDICAPPED WHEN ENTERED IT

    COL. QUESTION  - TYPE OF SED (RECIP-AT-FUND..NONRECIP-AT-FUND..AT NONFUND.)

          --------------------------  SED TYPE  ---------------------------                    TOTAL
ASPECT    ****** R/F  ******           ****** NR/F ******          ****** N.F. ******       -----------------
NUMBER      FREQ.       MEAN             FREQ.       MEAN             FREQ.       MEAN        FREQ.       MEAN
------      -----       ----             -----       ----             -----       ----        -----       ----
   1        10.35       6.44            296.27       6.70             23.06       7.15       329.68       6.72
   2        10.35       1.37            288.76        .95             23.06      -0.30       322.17        .87
   3        10.35        .39            293.40       1.08             23.06       2.98       327.31       1.20
   4        10.35       1.93            293.90       5.26             23.06       3.21       327.31       5.01
   5        10.35       1.95            289.53       1.84             23.06       3.70       322.94       1.98
   6        10.35      -2.58            289.16        .51             23.06       1.29       322.57        .46
   7        10.35        .81            290.53       2.09             23.06       2.43       323.94       2.08

          NON-RESPONDENTS               NON-RESPONDENTS              NON-RESPONDENTS           NON-RESPONDENTS
                0                            38.42                        1.00                      39.42
```

1. Interest level of the training and course content
2. Financial support for training available to students in Education for the Handicapped
3. Difficulty of the training and course work
4. Quality of training in Education for the Handicapped
5. Ease of entry into training in Education for the Handicapped
6. Length of training required
7. Status associated with being a student in Education for the Handicapped

Profile #5

SED - MEAN RESPONSE FOR EACH OF THE SECTION H.2 ASPECT ITEMS / BY SED TYPE

CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

ASPECT GROUP H.2 - HOW FELT ABOUT PRACTICE IN E.H. WHEN ENTERED SPEC. EDUC. TEACHER TRAINING

COL. QUESTION - TYPE OF SED (RECIP-AT-FUND..NONRECIP-AT-FUND..AT NONFUND.)

ASPECT NUMBER	SED TYPE						TOTAL	
	****** R/F ******		****** NR/F ******		****** N.F. ******			
	FREQ.	MEAN	FREQ.	MEAN	FREQ.	MEAN	FREQ.	MEAN
1	9.28	6.22	255.02	5.72	20.62	5.25	284.92	5.71
2	9.28	3.81	252.95	2.91	20.62	2.29	282.85	2.89
3	9.28	2.10	255.09	1.47	20.62	2.25	284.99	1.55
4	9.28	1.49	254.39	2.06	20.62	2.44	284.29	2.09
5	8.28	2.49	252.72	1.34	20.62	.63	281.62	1.32
6	8.28	1.11	246.91	.41	20.62	.57	275.81	.44
7	9.28	6.09	257.09	7.75	20.62	8.00	286.99	7.71
8	9.28	3.45	252.72	1.97	20.62	2.57	282.62	2.06
9	8.28	4.79	253.02	4.06	20.62	6.40	281.92	4.25
10	9.28	0	253.02	1.26	20.62	1.67	282.92	1.27
11	9.28	.59	251.65	5.05	20.62	4.74	281.55	4.88
12	9.28	.88	256.09	2.14	20.62	3.50	285.99	2.20
13	9.28	-0.82	255.02	2.40	20.62	1.27	284.92	2.21
14	9.28	2.75	255.02	3.42	20.62	4.24	284.92	3.45
15	8.28	4.45	251.65	3.82	20.62	4.64	280.55	3.90
16	9.28	6.55	252.65	7.84	19.55	8.32	281.48	7.83
17	9.28	.48	248.21	2.44	20.62	1.53	278.11	2.31
18	9.28	.75	254.02	2.06	20.62	2.05	283.92	2.02
19	9.28	4.92	255.02	3.77	20.62	2.78	284.92	3.73
20	9.28	1.27	251.65	2.64	20.62	2.75	281.55	2.61
21	9.28	2.95	255.02	5.36	20.62	5.69	284.92	5.31
	NON-RESPONDENTS 1.07		NON-RESPONDENTS 75.23		NON-RESPONDENTS 3.44		NON-RESPONDENTS 79.74	

1. Social relevancy of work with handicapped children
2. The rate of advancement in Education for the Handicapped
3. Amount of prestige associated with Education for the Handicapped
4. Work hours in Education for the Handicapped
5. General working conditions in Education for the Handicapped
6. The amount of time left for leisure and relaxation
7. Working with Handicapped children
8. Difficulty level of work in Education for the Handicapped
9. Chances for success in Education for the Handicapped
10. The status you would gain among your peers
11. The way a career in education for the Handicapped could fit into your style of life
12. The starting pay
13. The amount of vacation
14. The salary potential
15. Income security
16. Relevancy of working with the handicapped to your personal values
17. Time left to spend with your family after work
18. The public image of a teacher in Education for the Handicapped
19. The size of the classes you would be teaching
20. The flexibility to leave and return to work as your personal plans require
21. The ease with which you could find a job in the field after completion of training

Profile #6

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SED - MEAN RESPONSE FOR EACH SECTION C ADDITIONAL ASPECT ITEM GIVEN /BY SED TYPE

    CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

  ASPECT GROUP  ADD. ASPECTS FOR C -  ANY OTHER ASPECTS OF E.H. CONSIDERED

     COL. QUESTION  - TYPE OF SED (RECIP-AT-FUND.,NONRECIP-AT-FUND.,AT NONFUND.)

              ----------------------------  SED TYPE  ----------------------------              TOTAL
ASPECT      ****** R/F  ******         ****** NR/F ******         ****** N.F. ******         ------------------
NUMBER        FREQ.       MEAN           FREQ.      MEAN            FREQ.       MEAN          FREQ.      MEAN
------        -----       ----           -----      ----            -----       ----          -----      ----
   1            0           0             1.00     10.00              0           0            1.00     10.00
   3            0           0             4.74         0              0           0            4.74         0
   4            0           0             1.07     10.00              0           0            1.07     10.00
   6            0           0                0         0           2.07       -7.58            2.07     -7.58
   8            0           0             2.37     10.00           3.00       -4.67            5.37      1.81
   9            0           0             5.74      6.04              0           0            5.74      6.04
  10            0           0                0         0           1.00      -10.00            1.00    -10.00
  11            0           0             1.07         0              0           0            1.07         0
  13            0           0                0         0           1.00        4.00            1.00      4.00
  14            0           0                0         0           1.00        2.00            1.00      2.00
  16            0           0             1.00     10.00              0           0            1.00     10.00
  19            0           0             1.00     10.00              0           0            1.00     10.00
  20            0           0            11.55      9.20              0           0           11.55      9.20
  22            0           0             1.07    -10.00              0           0            1.07    -10.00
  23            0           0             2.37     10.00              0           0            2.37     10.00

          NON-RESPONDENTS          NON-RESPONDENTS            NON-RESPONDENTS          NON-RESPONDENTS
              10.35                    310.89                      20.99                    342.23
```

1. Research opportunities in Education for the Handicapped
2. Opportunities for involvement in Teacher Training
3. Emotional involvement with Education for the Handicapped pupils
4. Feeling of accomplishment with pupils
5. Ability to work with handicapped member of family
6. Need for qualified Education for the Handicapped teachers
7. Opportunity for individuality in teacher methods
8. Professionalism and respect in Education for the Handicapped field
9. Co-workers in the Education for the Handicapped profession
10. Opportunity for individualized teaching for Education for the Handicapped students
11. Personal satisfaction with job
12. Association with handicapped children
13. Flexibility of classroom situation and data
14. Mobility between Education for the Handicapped field and regular education
15. Challenge
16. Financial aid
17. Ability to teach handicapped children
18. Opportunities to work in Education for the Handicapped Administration Curriculum Development
19. Professionals in Education for the Handicapped field
20. Personal desire for knowledge of field
21. Mobility within Education for the Handicapped field
22. Time required for study
23. Social relevancy
24. State accredidation
25. Other

Profile #6

```
SED - MEAN RESPONSE FOR EACH OF THE SECTION C.1 ASPECT ITEMS /  BY SED TYPE

    CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

  ASPECT GROUP  C.1 - HOW YOU FELT ABOUT E.H. TRAINING WHEN YOU DECIDED TO LEAVE IT

      COL. QUESTION  - TYPE OF SED (RECIP-AT-FUND..NONRECIP-AT-FUND..AT NONFUND.)

         ------------------------------  SED TYPE  ----------------------------                 TOTAL
 ASPECT  ****** R/F  ******          ****** NR/F ******          ****** N.F. ******        -----------------
 NUMBER   FREQ.       MEAN            FREQ.       MEAN            FREQ.       MEAN          FREQ.      MEAN
 ------   -----       ----            -----       ----            -----       ----          -----      ----
    1     9.28        1.26           197.15       1.81            16.69       3.10         223.12      1.88
    2     9.28        2.73           192.71        .70            16.69        .51         218.68       .77
    3     8.21       -2.64           193.71      -0.52            16.69       3.08         218.61     -0.33
    4     9.28       -1.48           195.08       2.12            16.69       1.76         221.05      1.94
    5     9.28           0           191.34        .96            16.69       2.76         217.31      1.06
    6     9.28       -3.89           193.71      -0.72            16.69      -0.88         219.68     -0.87
    7     9.28         .54           196.08       1.51            16.69       2.12         222.05      1.51

      NON-RESPONDENTS              NON-RESPONDENTS             NON-RESPONDENTS          NON-RESPONDENTS
           1.07                        137.54                       7.37                     145.98
```

1. Interest level of the training and course content
2. Financial support for training available to students in Education for the Handicapped
3. Difficulty of the training and course work
4. Quality of training in Education for the Handicapped
5. Ease of entry into training in Education for the Handicapped
6. Length of training required
7. Status associated with being a student in Education for the Handicapped

Profile #6

SED - MEAN RESPONSE FOR EACH OF THE SECTION C.2 ASPECT ITEMS / BY SED TYPE

CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

ASPECT GROUP C.2 - HOW YOU FELT ABOUT E.H. PRACTICE WHEN YOU DECIDED TO LEAVE TRAINING

COL. QUESTION - TYPE OF SED (RECIP-AT-FUND., NONRECIP-AT-FUND., AT NONFUND.)

ASPECT NUMBER	SED TYPE						TOTAL	
	****** R/F ******		****** NR/F ******		****** N.F. ******			
	FREQ.	MEAN	FREQ.	MEAN	FREQ.	MEAN	FREQ.	MEAN
1	9.28	4.55	168.84	4.18	13.25	5.61	191.37	4.30
2	9.28	-0.75	167.77	2.45	13.25	2.76	190.30	2.32
3	9.28	1.08	167.77	1.24	13.25	1.86	190.30	1.27
4	9.28	.13	165.40	.87	13.25	1.17	187.93	.86
5	9.28	2.42	164.33	.79	13.25	.24	186.86	.83
6	9.28	-0.95	163.33	.48	13.25	2.20	185.86	.53
7	9.28	4.24	167.77	4.86	13.25	6.27	190.30	4.93
8	9.28	1.29	165.40	.56	12.18	1.60	186.86	.67
9	9.28	.94	166.70	2.13	13.25	5.59	189.23	2.31
10	9.28	.54	165.70	.87	13.25	1.86	188.23	.92
11	9.28	-1.88	165.40	2.36	13.25	4.81	187.93	2.32
12	9.28	3.11	167.77	2.70	13.25	3.39	190.30	2.77
13	9.28	-0.33	166.70	1.95	13.25	3.57	189.23	1.96
14	9.28	4.35	166.70	2.89	13.25	5.00	189.23	3.11
15	9.28	4.01	166.70	2.74	9.88	4.61	185.86	2.91
16	9.28	6.90	166.70	5.51	9.88	8.15	185.86	5.72
17	9.28	-1.69	162.26	.84	9.88	.98	181.42	.71
18	9.28	1.51	166.70	1.95	9.88	1.30	185.86	1.90
19	9.28	2.09	166.70	2.90	9.88	.51	185.86	2.73
20	9.28	1.41	164.33	2.21	9.88	2.50	183.49	2.18
21	9.28	2.10	166.70	4.18	9.88	6.47	185.86	4.20
	NON-RESPONDENTS 1.07		NON-RESPONDENTS 165.85		NON-RESPONDENTS 10.81		NON-RESPONDENTS 177.73	

1. Social relevancy of work with handicapped children
2. The rate of advancement in Education for the Handicapped
3. Amount of prestige associated with Education for the Handicapped
4. Work hours in Education for the Handicapped
5. General working conditions in Education for the Handicapped
6. The amount of time left for leisure and relaxation
7. Working with Handicapped children
8. Difficulty level of work in Education for the Handicapped
9. Chances for success in Education for the Handicapped
10. The status you would gain among your peers
11. The way a career in education for the Handicapped could fit into your style of life
12. The starting pay
13. The amount of vacation
14. The salary potential
15. Income security
16. Relevancy of working with the handicapped to your personal values
17. Time left to spend with your family after work
18. The public image of a teacher in Education for the Handicapped
19. The size of the classes you would be teaching
20. The flexibility to leave and return to work as your personal plans require
21. The ease with which you could find a job in the field after completion of training

Profile 7

```
SED - MEAN RESPONSE FOR EACH SECTION B ADDITIONAL ASPECT ITEM GIVEN / BY SEX

    CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

  ASPECT GROUP  ADD. ASPECTS FOR B  -  ANY OTHER ASPECTS OF E.H. CONSIDERED

      COL. QUESTION  1 - WHAT IS YOUR SEX  (NO RESPONSE,FEMALE,MALE)

          ----------------------------   SEX   ----------------------------              TOTAL
ASPECT    ****** N.R. ******         ****** FEM. ******       ****** MALE ******      ------------------
NUMBER    FREQ.       MEAN           FREQ.      MEAN          FREQ.       MEAN        FREQ.        MEAN
------    -----       ----           -----      ----          -----       ----        -----        ----
  1         0           0             2.37     10.00          1.07        7.00         3.44        9.07
  2         0           0             2.37     10.00          0           0            2.37       10.00
  3         0           0             2.00     10.00          0           0            2.00       10.00
  4         0           0            12.09      9.17          1.07        9.00        13.16        9.16
  5         0           0             2.07      6.62          0           0            2.07        6.62
  6         0           0             9.11      9.67          1.00       10.00        10.11        9.70
  7         0           0             6.81      6.16          1.07       10.00         7.88        6.68
  8         0           0             1.07     10.00          2.07        5.07         3.14        6.75
  9         0           0             3.07      7.98          1.07       10.00         4.14        8.50
 10         0           0             4.74     10.00          0           0            4.74       10.00
 11         0           0             8.51      9.62          3.37        7.03        11.88        8.89
 12         0           0             2.14      3.50          1.07        9.00         3.21        5.33
 13         0           0             1.00      7.00          0           0            1.00        7.00
 14         0           0             3.44     10.00          1.00        2.00         4.44        8.20
 15         0           0             8.88      8.40          2.14       10.00        11.02        8.71
 16         0           0             9.48      5.25          3.37        6.44        12.85        5.56
 17         0           0             2.07     -5.38          1.00        7.00         3.07       -1.35
 18         0           0             3.37      8.59          0           0            3.37        8.59
 19         0           0             1.00    -10.00          2.14        7.00         3.14        1.59
 20         0           0             1.00     10.00          0           0            1.00       10.00
 21         0           0             2.07     10.00          2.00        1.00         4.07        5.58
 22         0           0             1.00     10.00          0           0            1.00       10.00
 23         0           0             4.51     10.00          3.37        7.63         7.88        8.98
 25         0           0             4.37      2.65          0           0            4.37        2.65

          NON-RESPONDENTS          NON-RESPONDENTS         NON-RESPONDENTS          NON-RESPONDENTS
               4.37                    253.98                   39.52                    297.87
```

1. Research opportunities in Education for the Handicapped
2. Opportunities for involvement in Teacher Training
3. Emotional involvement with Education for the Handicapped pupils
4. Feeling of accomplishment with pupils
5. Ability to work with handicapped member of family
6. Need for qualified Education for the Handicapped teachers
7. Opportunity for individuality in teacher methods
8. Professionalism and respect in Education for the Handicapped field
9. Co-workers in the Education for the Handicapped profession
10. Opportunity for individualized teaching for Education for the Handicapped students
11. Personal satisfaction with job
12. Association with handicapped children
13. Flexibility of classroom situation and data
14. Mobility between Education for the Handicapped field and regular education
15. Challenge
16. Financial aid
17. Ability to teach handicapped children
18. Opportunities to work in Education for the Handicapped Administration Curriculum Development
19. Professionals in Education for the Handicapped field
20. Personal desire for knowledge of field
21. Mobility within Education for the Handicapped field
22. Time required for study
23. Social relevancy
24. State accredidation
25. Other

Profile #7

```
SED - MEAN RESPONSE FOR EACH OF THE SECTION B.1 ASPECT ITEMS /  BY SEX

    CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

  ASPECT GROUP  B.1 - HOW YOU FELT ABOUT TRAINING IN EDUC. FOR THE HANDICAPPED WHEN ENTERED IT

      COL. QUESTION  1 - WHAT IS YOUR SEX  (NO RESPONSE,FEMALE,MALE)

           ---------------------------      SEX    ---------------------------                TOTAL
ASPECT     ****** N.R. ******            ****** FEM. ******        ****** MALE ******        ----------------
NUMBER       FREQ.        MEAN             FREQ.       MEAN           FREQ.      MEAN          FREQ.      MEAN
------       -----        ----             -----       ----           -----      ----          -----      ----
   1          1.00        5.00            283.65       7.04           45.03      4.78         329.68      6.72
   2          1.00           0            278.51        .75           42.66      1.70         322.17       .87
   3          1.00        3.00            281.28       1.45           45.03     -0.40         327.31      1.20
   4          1.00        7.00            281.28       5.20           45.03      3.82         327.31      5.01
   5          1.00        7.00            276.91       2.16           45.03       .77         322.94      1.98
   6          1.00        7.00            276.54        .37           45.03       .86         322.57       .46
   7          1.00           0            277.91       2.26           45.03      1.01         323.94      2.08

          NON-RESPONDENTS             NON-RESPONDENTS          NON-RESPONDENTS           NON-RESPONDENTS
               3.37                        31.68                    4.37                      39.42
```

1. Interest level of the training and course content
2. Financial support for training available to students in Education for the Handicapped
3. Difficulty of the training and course work
4. Quality of training in Education for the Handicapped
5. Ease of entry into training in Education for the Handicapped
6. Length of training required
7. Status associated with being a student in Education for the Handicapped

Profile #7

```
SED - MEAN RESPONSE FOR EACH OF THE SECTION H.2 ASPECT ITEMS /  BY SEX

    CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

 ASPECT GROUP  H.2 - HOW FELT ABOUT PRACTICE IN E.H. WHEN ENTERED SPEC. EDUC. TEACHER TRAINING

    COL. QUESTION  1 - WHAT IS YOUR SEX  (NO RESPONSE.FEMALE.MALE)

          ----------------------------  SEX   ---------------------------
 ASPECT   ****** N.R. ******           ****** FEM. ******      ****** MALE ******             TOTAL
 NUMBER    FREQ.      MEAN             FREQ.     MEAN           FREQ.      MEAN         -----------------
 ------    -----      ----             -----     ----           -----      ----         FREQ.      MEAN
                                                                                        -----      ----
    1      1.00       7.00             239.89    5.74           44.03      5.47         284.92     5.71
    2      1.00          0             237.82    2.98           44.03      2.47         282.85     2.89
    3      1.00          0             240.96    1.81           43.03       .13         284.99     1.55
    4      1.00          0             240.26    2.21           43.03      1.45         284.29     2.09
    5      1.00       5.00             238.59    1.67           42.03     -0.76         281.62     1.32
    6      1.00          0             231.78     .41           43.03       .67         275.81      .44
    7      1.00      10.00             240.96    7.95           45.03      6.38         286.99     7.71
    8      1.00       7.00             237.59    2.14           44.03      1.52         282.62     2.06
    9      1.00       7.00             238.89    4.43           42.03      3.18         281.92     4.25
   10      1.00          0             238.89    1.30           43.03      1.12         282.92     1.27
   11      1.00       7.00             237.52    5.27           43.03      2.70         281.55     4.88
   12      1.00          0             240.96    2.56           44.03       .27         285.99     2.20
   13      1.00          0             239.89    2.48           44.03       .80         284.92     2.21
   14      1.00          0             239.89    3.85           44.03      1.41         284.92     3.45
   15         0          0             236.52    4.28           44.03      1.83         280.55     3.90
   16      1.00      10.00             236.45    7.89           44.03      7.48         281.48     7.83
   17      1.00          0             233.08    2.41           44.03      1.79         278.11     2.31
   18         0          0             239.89    2.17           44.03      1.18         283.92     2.02
   19      1.00          0             239.89    4.03           44.03      2.18         284.92     3.73
   20      1.00     -10.00             237.52    3.02           43.03       .60         281.55     2.61
   21      1.00       7.00             239.89    5.49           44.03      4.25         284.92     5.31

         NON-RESPONDENTS            NON-RESPONDENTS          NON-RESPONDENTS          NON-RESPONDENTS
              3.37                       72.00                     4.37                     79.74
```

1. Social relevancy of work with handicapped children
2. The rate of advancement in Education for the Handicapped
3. Amount of prestige associated with Education for the Handicapped
4. Work hours in Education for the Handicapped
5. General working conditions in Education for the Handicapped
6. The amount of time left for leisure and relaxation
7. Working with Handicapped children
8. Difficulty level of work in Education for the Handicapped
9. Chances for success in Education for the Handicapped
10. The status you would gain among your peers
11. The way a career in education for the Handicapped could fit into your style of life
12. The starting pay
13. The amount of vacation
14. The salary potential
15. Income security
16. Relevancy of working with the handicapped to your personal values
17. Time left to spend with your family after work
18. The public image of a teacher in Education for the Handicapped
19. The size of the classes you would be teaching
20. The flexibility to leave and return to work as your personal plans require
21. The ease with which you could find a job in the field after completion of training

Profile #8

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SED - MEAN RESPONSE FOR EACH SECTION C ADDITIONAL ASPECT ITEM GIVEN / BY SEX

    CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

  ASPECT GROUP  ADD. ASPECTS FOR C -  ANY OTHER ASPECTS OF E.H. CONSIDERED

     COL. QUESTION  1 - WHAT IS YOUR SEX  (NO RESPONSE,FEMALE,MALE)

            ---------------------------    SEX    ---------------------------              TOTAL
ASPECT     ****** N.R. ******        ****** FEM. ******         ****** MALE ******      -----------------
NUMBER       FREQ.       MEAN          FREQ.      MEAN            FREQ.      MEAN         FREQ.      MEAN
------       -----       ----          -----      ----            -----      ----         -----      ----
   1            0           0           1.00      10.00              0          0          1.00     10.00
   3            0           0           2.37       9.00           2.37      -9.00          4.74         0
   4            0           0           1.07      10.00              0          0          1.07     10.00
   6            0           0           1.07     -10.00           1.00      -5.00          2.07     -7.58
   8            0           0           1.00     -10.00           4.37       4.51          5.37      1.81
   9            0           0           5.74       6.04              0          0          5.74      6.04
  10            0           0           1.00     -10.00              0          0          1.00    -10.00
  11            0           0           1.07          0              0          0          1.07         0
  13            0           0              0          0           1.00       4.00          1.00      4.00
  14            0           0              0          0           1.00       2.00          1.00      2.00
  16            0           0           1.00      10.00              0          0          1.00     10.00
  19            0           0           1.00      10.00              0          0          1.00     10.00
  20            0           0           2.07       8.97           9.48       9.25         11.55      9.20
  22            0           0           1.07     -10.00              0          0          1.07    -10.00
  23            0           0              0          0           2.37      10.00          2.37     10.00

          NON-RESPONDENTS          NON-RESPONDENTS           NON-RESPONDENTS           NON-RESPONDENTS
               4.37                    298.94                     38.92                     342.23
```

1. Research opportunities in Education for the Handicapped
2. Opportunities for involvement in Teacher Training
3. Emotional involvement with Education for the Handicapped pupils
4. Feeling of accomplishment with pupils
5. Ability to work with handicapped member of family
6. Need for qualified Education for the Handicapped teachers
7. Opportunity for individuality in teacher methods
8. Professionalism and respect in Education for the Handicapped field
9. Co-workers in the Education for the Handicapped profession
10. Opportunity for individualized teaching for Education for the Handicapped students
11. Personal satisfaction with job
12. Association with handicapped children
13. Flexibility of classroom situation and data
14. Mobility between Education for the Handicapped field and regular education
15. Challenge
16. Financial aid
17. Ability to teach handicapped children
18. Opportunities to work in Education for the Handicapped Administration Curriculum Development
19. Professionals in Education for the Handicapped field
20. Personal desire for knowledge of field
21. Mobility within Education for the Handicapped field
22. Time required for study
23. Social relevancy
24. State accredidation
25. Other

Profile #8

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SED - MEAN RESPONSE FOR EACH OF THE SECTION C.1 ASPECT ITEMS /  BY SEX

    CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

  ASPECT GROUP  C.1 - HOW YOU FELT ABOUT E.H. TRAINING WHEN YOU DECIDED TO LEAVE IT

     COL. QUESTION  1 - WHAT IS YOUR SEX  (NO RESPONSE.FEMALE.MALE)

          -----------------------------      SEX      ----------------------------           TOTAL
ASPECT    ****** N.R. ******         ****** FEM. ******        ****** MALE ******       --------------------
NUMBER     FREQ.        MEAN           FREQ.        MEAN         FREQ.        MEAN         FREQ.        MEAN
------     -----        ----           -----        ----         -----        ----         -----        ----
   1        1.00       -9.00          196.55        1.90         25.57        2.14        223.12        1.88
   2        1.00           0          193.11         .60         24.57        2.17        218.68         .77
   3        1.00       -9.00          192.04       -0.17         25.57       -1.15        218.61       -0.33
   4        1.00       -9.00          194.48        2.00         25.57        1.94        221.05        1.94
   5        1.00       10.00          190.74        1.06         25.57         .72        217.31        1.06
   6        1.00        9.00          193.11       -1.04         25.57         .04        219.68       -0.87
   7        1.00           0          195.48        1.59         25.57         .97        222.05        1.51

         NON-RESPONDENTS           NON-RESPONDENTS          NON-RESPONDENTS          NON-RESPONDENTS
              3.37                     118.79                    23.83                    145.98
```

1. Interest level of the training and course content
2. Financial support for training available to students in Education for the Handicapped
3. Difficulty of the training and course work
4. Quality of training in Education for the Handicapped
5. Ease of entry into training in Education for the Handicapped
6. Length of training required
7. Status associated with being a student in Education for the Handicapped

Profile #8

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SED - MEAN RESPONSE FOR EACH OF THE SECTION C.2 ASPECT ITEMS /  BY SEX

    CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

  ASPECT GROUP  C.2 - HOW YOU FELT ABOUT E.H. PRACTICE WHEN YOU DECIDED TO LEAVE TRAINING

      COL. QUESTION  1 - WHAT IS YOUR SEX  (NO RESPONSE.FEMALE.MALE)

            ----------------------------- SEX  ---------------------------               TOTAL
ASPECT      ****** N.R. ******          ****** FEM. ******         ****** MALE ******        -----------------
NUMBER        FREQ.      MEAN              FREQ.      MEAN            FREQ.      MEAN          FREQ.     MEAN
------        -----      ----              -----      ----            -----      ----          -----     ----
   1          1.00       9.00             165.80      4.45            24.57      3.04         191.37     4.30
   2          1.00       9.00             164.73      2.39            24.57      1.62         190.30     2.32
   3          1.00          0             164.73      1.42            24.57       .36         190.30     1.27
   4          1.00       5.00             162.36       .80            24.57      1.06         187.93      .86
   5          1.00       7.00             161.29       .96            24.57     -0.26         186.86      .83
   6          1.00          0             160.29       .56            24.57       .39         185.86      .53
   7          1.00       7.00             164.73      5.12            24.57      3.54         190.30     4.93
   8          1.00       7.00             161.29       .55            24.57      1.16         186.86      .67
   9          1.00       7.00             164.73      2.41            23.50      1.47         189.23     2.31
  10          1.00          0             162.66      1.03            24.57       .26         188.23      .92
  11          1.00      -9.00             162.36      2.71            24.57       .07         187.93     2.32
  12          1.00       5.00             164.73      2.99            24.57      1.16         190.30     2.77
  13          1.00          0             163.66      2.15            24.57       .81         189.23     1.96
  14          1.00       3.00             163.66      3.38            24.57      1.33         189.23     3.11
  15          1.00          0             161.29      3.03            23.57      2.16         185.86     2.91
  16          1.00       9.00             161.29      5.78            23.57      5.19         185.86     5.72
  17          1.00          0             156.85       .80            23.57       .16         181.42      .71
  18          1.00          0             161.29      2.15            23.57       .26         185.86     1.90
  19          1.00          0             161.29      2.82            23.57      2.23         185.86     2.73
  20          1.00          0             158.92      2.30            23.57      1.48         183.49     2.18
  21          1.00       9.00             161.29      4.57            23.57      1.50         185.86     4.20

         NON-RESPONDENTS              NON-RESPONDENTS             NON-RESPONDENTS            NON-RESPONDENTS
              3.37                         149.53                      24.83                      177.73
```

1. Social relevancy of work with handicapped children
2. The rate of advancement in Education for the Handicapped
3. Amount of prestige associated with Education for the Handicapped
4. Work hours in Education for the Handicapped
5. General working conditions in Education for the Handicapped
6. The amount of time left for leisure and relaxation
7. Working with Handicapped children
8. Difficulty level of work in Education for the Handicapped
9. Chances for success in Education for the Handicapped
10. The status you would gain among your peers
11. The way a career in education for the Handicapped could fit into your style of life
12. The starting pay
13. The amount of vacation
14. The salary potential
15. Income security
16. Relevancy of working with the handicapped to your personal values
17. Time left to spend with your family after work
18. The public image of a teacher in Education for the Handicapped
19. The size of the classes you would be teaching
20. The flexibility to leave and return to work as your personal plans require
21. The ease with which you could find a job in the field after completion of training

Profile #9

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RES - MEAN RESPONSE FOR EACH OF THE SECTION B.2 ASPECT ITEMS /  BY SEX

    CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

  ASPECT GROUP  B.2 - HOW YOU FELT ABOUT TEACHING WHEN YOU ENTERED TEACHER TRAINING

      COL. QUESTION  1 - WHAT IS YOUR SEX (NO RESPONSE,FEMALE,MALE)

          ----------------------------    SEX    ----------------------------               TOTAL
ASPECT    ****** N.R. ******          ****** FEM. ******         ****** MALE ******       ------------------
NUMBER     FREQ.        MEAN            FREQ.      MEAN            FREQ.      MEAN          FREQ.      MEAN
------     -----        ----            -----      ----            -----      ----          -----      ----
   1        4.86        2.40            83.52      7.46            45.60      6.01          133.98     6.78
   2        4.86       -3.23            83.52      2.43            45.60       .65          133.98     1.62
   3        4.86        2.07            83.52      2.78            45.60       .91          133.98     2.12
   4        4.86        5.36            82.52      3.47            45.60      5.15          132.98     4.11
   5        4.86        3.99            82.52      1.77            45.60      3.18          132.98     2.34
   6        4.86       -0.59            80.94      2.63            44.60      4.88          130.40     3.28
   7        4.86        3.10            83.52      8.91            45.60      7.64          133.98     8.27
   8        4.86        6.06            79.94      2.65            45.60      2.67          130.40     2.78
   9        4.86        7.00            82.52      4.81            45.60      4.16          132.98     4.66
  10        4.86       -2.06            83.52      1.72            45.60      1.90          133.98     1.64
  11        4.86        4.46            83.52      5.97            45.60      6.52          133.98     6.10
  12        4.86       -3.17            83.52       .32            45.60     -3.57          133.98    -1.13
  13        4.86         .75            81.52      5.91            45.60      5.58          131.98     5.61
  14        4.86       -0.70            83.52      2.86            45.60       .28          133.98     1.85
  15        6.86        6.71            84.52      4.34            47.60      5.06          138.98     4.70
  16        6.86       -2.38            80.80      6.18            47.60      6.83          135.26     5.98
  17        6.86       -1.01            83.52      3.24            47.60      4.46          137.98     3.45
  18        6.86       -0.78            81.94      1.58            47.60       .33          136.40     1.02
  19        6.86       -4.41            80.24      1.13            47.60     -1.79          134.70    -0.18
  20        6.86       -0.62            80.80      2.54            46.60      2.57          134.26     2.39
  21        6.86       -0.78            81.94      3.24            47.60      1.91          136.40     2.57

         NON-RESPONDENTS              NON-RESPONDENTS            NON-RESPONDENTS          NON-RESPONDENTS
               0                           5.86                       3.58                     9.44
```

1. Social relevancy of work with children
2. The rate of advancement in teaching
3. Amount of prestige associated with teaching
4. Work hours in teaching
5. General working conditions in education
6. The amount of time left for leisure and relazation
7. Working with children
8. Difficulty level of work in education
9. Chances for success in education
10. The status you would gain among your peers
11. The way a career in education could fit into your style of life
12. The starting pay
13. The amount of vacation
14. The salary potential
15. Income security
16. Relevancy to your personal values
17. Time left to spend with your family after work
18. The public image of a teacher
19. The size of the classes you would be teaching
20. The flexibility to leave and return to work as your personal plans required
21. The ease with which you could find a job in the field after

Profile #9

```
RES - MEAN RESPONSE FOR EACH SECTION B ADDITIONAL ASPECT ITEM GIVEN / BY SEX

    CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

  ASPECT GROUP  ADD. ASPECTS FOR B - ANY OTHER ASPECTS OF TEACH. CONSIDERED

     COL. QUESTION  1 - WHAT IS YOUR SEX (NO RESPONSE,FEMALE,MALE)

         ----------------------------     SEX     --------------------------              TOTAL
ASPECT   ****** N.R. ******        ****** FEM. ******        ****** MALE ******       -----------------
NUMBER     FREQ.      MEAN          FREQ.       MEAN           FREQ.      MEAN         FREQ.      MEAN
------     -----      ----          -----       ----           -----      ----         -----      ----
   1         0          0             0           0            1.00       7.00         1.00       7.00
   2         0          0           1.00       10.00             0          0          1.00      10.00
   4         0          0           1.00       -7.00           1.00      10.00         2.00       1.50
   6         0          0           2.58        7.00           1.14       7.00         3.72       7.00
   8         0          0           1.00       -9.00             0          0          1.00      -9.00
  11         0          0             0           0            1.00      10.00         1.00      10.00
  16         0          0             0           0            1.14       7.00         1.14       7.00
  20         0          0             0           0            1.14       7.00         1.14       7.00
  25         0          0           7.16        8.78           1.00      10.00         8.16       8.93

        NON-RESPONDENTS        NON-RESPONDENTS        NON-RESPONDENTS        NON-RESPONDENTS
             6.86                  83.80                  47.04                  137.70
```

1. Research opportunities
2. Opportunities for inducement in Teacher Training
3. Emotional involvement with pupils
4. Feeling of accomplishment with pupils
5. Ability to work with members of family
6. Need for qualified teachers
7. Opportunity for individuality in teaching methods
8. Professionalism and respect in field
9. Co-workers in the profession
10. Opportunity for individualized teaching
11. Personal satisfaction with job
12. Association with children
13. Flexibility of classroom situation and data
14. Mobility between related fields and education
15. Challenge
16. Financial aid
17. Ability to teach children
18. Opportunities to work in administration curriculum Inst.
19. Professionals in field
20. Personal desire for knowledge of field
21. Mobility within field
22. Time required for study
23. Social relevancy
24. State accreditation
25. Other

Profile #9

```
RES - MEAN RESPONSE FOR EACH OF THE SECTION B.1 ASPECT ITEMS /  BY SEX

   CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

  ASPECT GROUP  B.1 - HOW YOU FELT ABOUT TEACHER TRAINING WHEN YOU ENTERED IT

     COL. QUESTION  1 - WHAT IS YOUR SEX (NO RESPONSE,FEMALE,MALE)

          ----------------------------    SEX    -----------------------------              TOTAL
ASPECT    ****** N.R. ******          ****** FEM. ******          ****** MALE ******       -----------------
NUMBER     FREQ.       MEAN            FREQ.       MEAN            FREQ.       MEAN         FREQ.       MEAN
------     -----       ----            -----       ----            -----       ----         -----       ----
   1       4.86           0            83.52       4.87            45.60       5.14        133.98       4.79
   2       4.86        3.25            79.94        .20            45.60      -1.10        130.40      -0.14
   3       4.86           0            77.36       1.85            45.60       1.59        127.82       1.69
   4       4.86        5.83            82.38       4.03            45.60       2.83        132.84       3.68
   5       4.86        7.70            83.52       2.46            45.60       1.89        133.98       2.46
   6       4.86        2.40            83.52       3.08            45.60       2.85        133.98       2.98
   7       4.86           0            80.94       2.05            45.60       1.64        131.40       1.83

        NON-RESPONDENTS             NON-RESPONDENTS             NON-RESPONDENTS           NON-RESPONDENTS
             2.00                        6.86                        5.58                      14.44
```

1. Interest level of the training course content
2. Financial support for training available to regular education students
3. Difficulty of the training and course work
4. Quality of available training in education
5. Ease of entry into education studies
6. Length of training required
7. Status associated with being an education student

Profile #10

```
RES - MEAN RESPONSE FOR EACH OF THE SECTION C.2 ASPECT ITEMS /  BY SEX

    CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

  ASPECT GROUP  C.2 - HOW YOU FEEL NOW ABOUT THESE ASPECTS OF TEACHING IN PRACTICE

      COL. QUESTION  1 - WHAT IS YOUR SEX (NO RESPONSE,FEMALE,MALE)

           ------------------------------   SEX   ----------------------------
ASPECT     ****** N.R. ******        ****** FEM. ******        ****** MALE ******               TOTAL
NUMBER       FREQ.       MEAN          FREQ.       MEAN          FREQ.       MEAN        -------------------
------       -----       ----          -----       ----          -----       ----          FREQ.        MEAN
                                                                                           -----        ----
   1          4.86       8.17          72.22       7.06          44.46       6.29         121.54        6.82
   2          3.72       2.15          72.22       2.71          45.60       1.67         121.54        2.30
   3          4.86       5.83          72.22       1.92          45.60       1.48         122.68        1.91
   4          4.86       2.11          71.22       2.24          42.02       3.48         118.10        2.68
   5          4.86       7.47          72.22        .22          45.60       3.32         122.68        1.66
   6          4.86        .75          71.22       3.00          45.60       4.22         121.68        3.37
   7          4.86       4.69          72.22       8.41          44.60       8.01         121.68        8.11
   8          4.86       5.36          72.22       2.88          45.60       2.00         122.68        2.65
   9          4.86       9.53          72.22       4.62          45.60       3.59         122.68        4.43
  10          4.86       3.72          71.22       1.11          45.60       1.56         121.68        1.39
  11          4.86       5.83          72.22       6.39          45.60       5.74         122.68        6.12
  12          4.86      -3.17          72.22        .98          44.46      -2.65         121.54       -0.51
  13          4.86        .52          72.22       6.55          45.60       5.95         122.68        6.09
  14          4.86      -2.11          72.22       3.73          45.60       2.30         122.68        2.97
  15          4.86       2.35          72.22       5.07          45.60       4.73         122.68        4.84
  16          4.86       2.35          69.64       6.39          45.60       6.99         120.10        6.45
  17          4.86       2.16          72.22       2.56          45.60       4.57         122.68        3.29
  18          4.86          0          69.64       1.16          44.46       1.22         118.96        1.14
  19          4.86      -2.11          69.64        .32          44.46      -0.11         118.96         .06
  20          4.86       3.72          69.64       3.95          43.32       2.30         117.82        3.34
  21          4.86       1.37          71.22        .68          43.32        .98         119.40         .82

           NON-RESPONDENTS           NON-RESPONDENTS           NON-RESPONDENTS          NON-RESPONDENTS
                2.00                      18.16                      5.58                    25.74
```

1. Social relevancy of work with children
2. The rate of advancement in teaching
3. Amount of prestige associated with teaching
4. Work hours in teaching
5. General working conditions in education
6. The amount of time left for leisure and relazation
7. Working with children
8. Difficulty level of work in education
9. Chances for success in education
10. The status you would gain among your peers
11. The way a career in education could fit into your style of life
12. The starting pay
13. The amount of vacation
14. The salary potential
15. Income security
16. Relevancy to your personal values
17. Time left to spend with your family after work
18. The public image of a teacher
19. The size of the classes you would be teaching
20. The flexibility to leave and return to work as your personal plans required
21. The ease with which you could find a job in the field after

Profile #10

```
RES - MEAN RESPONSE FOR EACH SECTION C ADDITIONAL ASPECT ITEM GIVEN / BY SEX

    CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

  ASPECT GROUP  ADD. ASPECTS FOR C - ANY OTHER ASPECTS OF TEACH. CONSIDERED

     COL. QUESTION  1 - WHAT IS YOUR SEX (NO RESPONSE,FEMALE,MALE)

              ----------------------------   SEX   ---------------------------                 TOTAL
 ASPECT       ****** N.R. ******        ****** FEM. ******        ****** MALE ******        -----------------
 NUMBER         FREQ.        MEAN          FREQ.      MEAN           FREQ.      MEAN           FREQ.        MEAN
 ------         -----        ----          -----      ----           -----      ----           -----        ----
    1             0           0              0          0            1.00       7.00           1.00         7.00
    8             0           0              0          0            1.00      10.00           1.00        10.00
   19             0           0           1.14      -9.00               0          0           1.14        -9.00
   20             0           0           1.00      10.00               0          0           1.00        10.00
   25             0           0           4.72       9.21            3.58      -5.25           8.30         2.97

          NON-RESPONDENTS           NON-RESPONDENTS           NON-RESPONDENTS          NON-RESPONDENTS
               6.86                      85.66                     46.60                    139.12
```

1. Research opportunities
2. Opportunities for inducement in Teacher Training
3. Emotional involvement with pupils
4. Feeling of accomplishment with pupils
5. Ability to work with members of family
6. Need for qualified teachers
7. Opportunity for individuality in teaching methods
8. Professionalism and respect in field
9. Co-workers in the profession
10. Opportunity for individualized teaching
11. Personal satisfaction with job
12. Association with children
13. Flexibility of classroom situation and data
14. Mobility between related fields and education
15. Challenge
16. Financial aid
17. Ability to teach children
18. Opportunities to work in administration curriculum Inst.
19. Professionals in field
20. Personal desire for knowledge of field
21. Mobility within field
22. Time required for study
23. Social relevancy
24. State accreditation
25. Other

Profile #10

```
RES - MEAN RESPONSE FOR EACH OF THE SECTION C.1 ASPECT ITEMS /  BY SEX

    CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

  ASPECT GROUP  C.1 - HOW YOU FEEL NOW ABOUT THESE ASPECTS OF TEACHER TRAINING

      COL. QUESTION  1 - WHAT IS YOUR SEX (NO RESPONSE,FEMALE,MALE)

           -----------------------------------     SEX     ------------------------------
ASPECT     ****** N.R. ******            ****** FEM. ******          ****** MALE ******              TOTAL
NUMBER       FREQ.        MEAN              FREQ.       MEAN             FREQ.       MEAN        --------------------
------       -----        ----              -----       ----             -----       ----          FREQ.       MEAN
                                                                                                   -----       ----
   1          4.86        3.01              73.22       3.29             45.60       3.30         123.68       3.28
   2          4.86       -3.94              75.80       1.90             45.60      -0.38         126.26        .86
   3          4.86        1.64              75.80       1.98             44.60        .53         125.26       1.45
   4          4.86        3.72              75.80       2.91             45.60       2.02         126.26       2.62
   5          4.86        3.72              75.80       2.71             45.60        .98         126.26       2.13
   6          4.86        6.95              74.66       1.05             45.60       1.92         125.12       1.60
   7          4.86        1.64              75.80        .49             45.60        .38         126.26        .49

          NON-RESPONDENTS               NON-RESPONDENTS              NON-RESPONDENTS             NON-RESPONDENTS
               2.00                          14.58                         5.58                        22.16
```

1. Interest level of the training course content
2. Financial support for training available to regular education students
3. Difficulty of the training and course work
4. Quality of available training in education
5. Ease of entry into education studies
6. Length of training required
7. Status associated with being an education student

Profile #11

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SEP - MEAN RESPONSE FOR EACH OF THE SECTION B.1 ASPECT ITEMS /  BY SEP TYPE

    CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

  ASPECT GROUP  B.1 - HOW YOU FELT ABOUT TRAINING IN EDUC. FOR THE HANDICAPPED WHEN ENTERED IT

     COL. QUESTION  - TYPE OF SEP  (REGULAR PRAC..AT UNIVERSITY,ADMINISTRATOR)

           -----------------------------  SEP TYPE  ----------------------------                 TOTAL
ASPECT     ****** REG. ******         ****** UNIV ******          ****** ADMN ******         -----------------
NUMBER      FREQ.       MEAN           FREQ.       MEAN            FREQ.       MEAN            FREQ.      MEAN
------      -----       ----           -----       ----            -----       ----            -----      ----
  1        389.32       6.72           94.00       7.17           134.71       5.70           618.03      6.56
  2        391.81       1.04           91.00       1.59           129.38       1.34           612.19      1.18
  3        389.32       1.86           92.00       2.23           128.38       1.55           609.70      1.85
  4        387.15       4.86           94.00       4.70           129.38       4.60           610.53      4.78
  5        388.32       2.61           93.00       1.85           128.38       1.99           609.70      2.36
  6        384.83       2.08           92.00       1.50           129.38       1.40           606.21      1.85
  7        390.32       2.29           94.00       2.10           128.38       1.88           612.70      2.17

          NON-RESPONDENTS            NON-RESPONDENTS             NON-RESPONDENTS            NON-RESPONDENTS
              75.71                       7.00                       26.46                     109.17
```

1. Interest level of the training and course content
2. Financial support for training available to students in Education for the Handicapped
3. Difficulty of the training and course work
4. Quality of training in Education for the Handicapped
5. Ease of entry into training in Education for the Handicapped
6. Length of training required
7. Status associated with being a student in Education for the Handicapped

Profile #11

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SEP - MEAN RESPONSE FOR EACH SECTION B ADDITIONAL ASPECT ITEM GIVEN /BY SEP TYPE

    CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

  ASPECT GROUP  ADD. ASPECTS FOR B  -  ANY OTHER ASPECTS OF E.H. CONSIDERED

     COL. QUESTION  - TYPE OF SEP  (REGULAR PRAC..AT UNIVERSITY.ADMINISTRATOR)

          ----------------------------- SEP TYPE -----------------------------                    TOTAL
ASPECT    ****** REG. ******        ****** UNIV ******         ****** ADMN ******           ------------------
NUMBER    FREQ.        MEAN         FREQ.        MEAN          FREQ.        MEAN            FREQ.        MEAN
------    -----        ----         -----        ----          -----        ----            -----        ----
   1       2.00       10.00          1.00       10.00             0            0             3.00       10.00
   2       9.99       10.00             0           0             0            0             9.99       10.00
   3       1.00       10.00             0           0             0            0             1.00       10.00
   4       5.16        9.61          1.00       10.00          1.00         7.00             7.16        9.30
   5          0           0             0           0          1.00        10.00             1.00       10.00
   6      19.15        9.17             0           0          5.33        10.00            24.48        9.35
   7       4.32       10.00             0           0             0            0             4.32       10.00
   8       4.00        3.25             0           0          1.00        10.00             5.00        4.60
   9       2.16       10.00          3.00        8.33             0            0             5.16        9.03
  10       2.00       10.00             0           0             0            0             2.00       10.00
  11       5.00        9.40             0           0          2.16         8.61             7.16        9.16
  12       4.00        9.00             0           0          4.33        10.00             8.33        9.52
  13       1.00           0             0           0             0            0             1.00           0
  14       2.32        5.00             0           0          1.00         7.00             3.32        5.60
  15       3.00       10.00          3.00       10.00          4.33        10.00            10.33       10.00
  16       2.00        5.00             0           0          1.00        10.00             3.00        6.67
  17          0           0             0           0          1.00        10.00             1.00       10.00
  18          0           0             0           0          1.00        10.00             1.00       10.00
  19       4.33        9.31             0           0             0            0             4.33        9.31
  20          0           0          1.00       10.00          1.00        10.00             2.00       10.00
  21       2.16       10.00          2.00        5.00             0            0             4.16        7.60
  22       3.16       -3.48          1.00        7.00             0            0             4.16       -0.96
  23      12.32        8.91             0           0          6.33        10.00            18.65        9.28
  25      62.59        9.44          9.00        9.67         12.49         9.57            84.08        9.48
  26       1.00       10.00             0           0             0            0             1.00       10.00

        NON-RESPONDENTS          NON-RESPONDENTS          NON-RESPONDENTS          NON-RESPONDENTS
            399.61                    88.00                    143.35                   630.96
```

1. Research opportunities in Education for the Handicapped
2. Opportunities for involvement in Teacher Training
3. Emotional involvement with Education for the Handicapped pupils
4. Feeling of accomplishment with pupils
5. Ability to work with handicapped member of family
6. Need for qualified Education for the Handicapped teachers
7. Opportunity for individuality in teacher methods
8. Professionalism and respect in Education for the Handicapped field
9. Co-workers in the Education for the Handicapped profession
10. Opportunity for individualized teaching for Education for the Handicapped students
11. Personal satisfaction with job
12. Association with handicapped children
13. Flexibility of classroom situation and data
14. Mobility between Education for the Handicapped field and regular education
15. Challenge
16. Financial aid
17. Ability to teach handicapped children
18. Opportunities to work in Education for the Handicapped Administration Curriculum Development
19. Professionals in Education for the Handicapped field
20. Personal desire for knowledge of field
21. Mobility within Education for the Handicapped field
22. Time required for study
23. Social relevancy
24. State accredidation
25. Other

Profile #11

```
SEP - MEAN RESPONSE FOR EACH OF THE SECTION H.2 ASPECT ITEMS /  BY SEP TYPE

    CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

  ASPECT GROUP  H.2 - HOW FELT ABOUT PRACTICE IN E.H. WHEN ENTERED SPEC. EDUC. TEACHER TRAINING

      COL. QUESTION  - TYPE OF SEP  (REGULAR PRAC.,AT UNIVERSITY,ADMINISTRATOR)

          ----------------------------  SEP TYPE  ----------------------------                  TOTAL
ASPECT    ****** REG. ******          ****** UNIV ******          ****** ADMN ******         ------------------
NUMBER     FREQ.       MEAN             FREQ.      MEAN             FREQ.      MEAN             FREQ.      MEAN
------     -----       ----             -----      ----             -----      ----             -----      ----
   1      391.82       5.08             95.00      6.22            125.22      5.63            612.04      5.37
   2      396.48       2.40             94.00      3.86            123.22      3.65            613.70      2.88
   3      393.15       2.17             95.00      2.27            124.22      1.61            612.37      2.07
   4      387.82       1.76             94.00       .91            124.22       .10            606.04      1.29
   5      390.15       1.86             94.00      1.11            123.22       .03            607.37      1.37
   6      391.15        .55             95.00       .23            124.22     -0.10            610.37       .37
   7      389.99       7.76             94.00      7.82            125.22      8.14            609.21      7.85
   8      388.83       2.54             93.00      2.28            124.22      3.64            606.05      2.73
   9      378.84       5.35             93.00      4.69            125.22      5.44            597.06      5.27
  10      381.01       1.32             93.00      1.84            125.22       .93            599.23      1.32
  11      393.32       4.70             93.00      4.58            125.22      4.41            611.54      4.62
  12      395.48        .96             94.00       .56            124.22       .97            613.70       .90
  13      386.83       3.14             94.00      1.52            123.22       .99            604.05      2.45
  14      393.32       2.19             94.00      2.02            124.22      2.10            611.54      2.15
  15      387.15       3.31             94.00      2.91            125.22      2.97            606.37      3.18
  16      386.66       8.03             93.00      7.16            125.22      7.85            604.88      7.86
  17      392.32       2.70             93.00       .16            124.22      1.06            609.54      1.98
  18      390.32       1.83             93.00      1.11            125.22      1.78            608.54      1.71
  19      384.50       4.06             93.00      2.01            111.40      3.06            588.90      3.55
  20      387.99       1.67             93.00      1.69            122.06      1.00            603.05      1.54
  21      393.32       5.31             91.00      4.64            120.89      3.81            605.21      4.91

        NON-RESPONDENTS             NON-RESPONDENTS             NON-RESPONDENTS             NON-RESPONDENTS
             72.88                        6.00                       35.95                      114.83
```

1. Social relevancy of work with handicapped children
2. The rate of advancement in Education for the Handicapped
3. Amount of prestige associated with Education for the Handicapped
4. Work hours in Education for the Handicapped
5. General working conditions in Education for the Handicapped
6. The amount of time left for leisure and relaxation
7. Working with Handicapped children
8. Difficulty level of work in Education for the Handicapped
9. Chances for success in Education for the Handicapped
10. The status you would gain among your peers
11. The way a career in education for the Handicapped could fit into your style of life
12. The starting pay
13. The amount of vacation
14. The salary potential
15. Income security
16. Relevancy of working with the handicapped to your personal values
17. Time left to spend with your family after work
18. The public image of a teacher in Education for the Handicapped
19. The size of the classes you would be teaching
20. The flexibility to leave and return to work as your personal plans require
21. The ease with which you could find a job in the field after completion of training

— Profile #12

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SEP - MEAN RESPONSE FOR EACH SECTION C ADDITIONAL ASPECT ITEM GIVEN /BY SEP TYPE

    CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

  ASPECT GROUP  ADD. ASPECTS FOR C  -  ANY OTHER ASPECTS OF E.H. CONSIDERED

     COL. QUESTION  - TYPE OF SEP  (REGULAR PRAC..AT UNIVERSITY.ADMINISTRATOR)

          -----------------------------  SEP TYPE  ---------------------------                  TOTAL
ASPECT    ****** REG. ******        ****** UNIV ******        ****** ADMN ******         -----------------
NUMBER    FREQ.        MEAN         FREQ.        MEAN         FREQ.        MEAN          FREQ.        MEAN
------    -----        ----         -----        ----         -----        ----          -----        ----
   1       1.00        10.00         1.00        10.00           0            0           2.00        10.00
   2       1.00         7.00            0            0           0            0           1.00         7.00
   3       2.00         6.00            0            0        1.00         7.00           3.00         6.33
   4       5.16         9.81            0            0        3.33        10.00           8.49         9.88
   5       1.00        10.00            0            0           0            0           1.00        10.00
   6       3.00         3.33            0            0        3.33         7.00           6.33         5.26
   7       3.00         9.00            0            0        6.66         8.50           9.66         8.66
   8       5.33         2.50         1.00         9.00           0            0           6.33         3.52
   9       1.00        10.00         1.00         8.00           0            0           2.00         9.00
  10       5.33         8.75            0            0           0            0           5.33         8.75
  11       4.16        10.00            0            0           0            0           4.16        10.00
  12       4.00        10.00            0            0        6.66        10.00          10.66        10.00
  13       3.00        -0.67         1.00       -10.00        1.00        10.00           5.00        -0.40
  14       1.00        -9.00         1.00         9.00        1.00         7.00           3.00         2.33
  15       2.00         6.00         2.00        10.00        6.66        10.00          10.66         9.25
  16       4.16        -1.78         1.00        10.00        1.00       -10.00           6.16        -1.20
  17       5.49        10.00            0            0           0            0           5.49        10.00
  18       3.33        10.00         1.00        10.00        1.00         7.00           5.33         9.44
  19       1.00        10.00         1.00        10.00           0            0           2.00        10.00
  21          0            0         2.00         7.50           0            0           2.00         7.50
  23       9.16        -0.59            0            0        3.33        10.00          12.49         2.23
  25      33.29         7.45         5.00         8.00           0            0          38.29         7.52

        NON-RESPONDENTS           NON-RESPONDENTS          NON-RESPONDENTS           NON-RESPONDENTS
            435.39                     90.00                    147.18                    672.57
```

1. Research opportunities in Education for the Handicapped
2. Opportunities for involvement in Teacher Training
3. Emotional involvement with Education for the Handicapped pupils
4. Feeling of accomplishment with pupils
5. Ability to work with handicapped member of family
6. Need for qualified Education for the Handicapped teachers
7. Opportunity for individuality in teacher methods
8. Professionalism and respect in Education for the Handicapped field
9. Co-workers in the Education for the Handicapped profession
10. Opportunity for individualized teaching for Education for the Handicapped students
11. Personal satisfaction with job
12. Association with handicapped children
13. Flexibility of classroom situation and data
14. Mobility between Education for the Handicapped field and regular education
15. Challenge
16. Financial aid
17. Ability to teach handicapped children
18. Opportunities to work in Education for the Handicapped Administration Curriculum Development
19. Professionals in Education for the Handicapped field
20. Personal desire for knowledge of field
21. Mobility within Education for the Handicapped field
22. Time required for study
23. Social relevancy
24. State accredidation
25. Other

Profile #12

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SEP - MEAN RESPONSE FOR EACH OF THE SECTION C ASPECT ITEMS /  BY SEP TYPE

    CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

  ASPECT GROUP  C - HOW FELT ABOUT THESE ASPECTS WHEN ENTERED PRACTICE IN EDUC. FOR THE H.C.

      COL. QUESTION  - TYPE OF SEP  (REGULAR PRAC..AT UNIVERSITY.ADMINISTRATOR)

            ------------------------------  SEP TYPE  -----------------------------           TOTAL
  ASPECT    ****** REG. ******          ****** UNIV ******          ****** ADMN ******        ------------------
  NUMBER     FREQ.       MEAN            FREQ.       MEAN            FREQ.       MEAN          FREQ.       MEAN
  ------     -----       ----            -----       ----            -----       ----          -----       ----
     1       397.83      5.20            95.00       6.63            134.87      5.98          627.70      5.58
     2       399.83      2.38            93.00       3.89            133.87      3.15          626.70      2.77
     3       388.84      1.81            94.00       1.63            134.87      1.60          617.71      1.74
     4       397.67      1.87            94.00        .63            134.87       .36          626.54      1.36
     5       396.83      1.95            95.00       1.29            133.87     -0.34          625.70      1.36
     6       396.50      1.16            93.00      -0.13            133.87       .31          623.37       .78
     7       397.83      7.42            95.00       7.29            134.87      7.43          627.70      7.40
     8       392.18      2.60            94.00       2.46            133.87      2.80          620.05      2.62
     9       397.83      4.61            94.00       5.23            132.87      4.40          624.70      4.66
    10       390.17      1.34            92.00       2.03            133.87      1.56          616.04      1.52
    11       395.67      4.81            94.00       4.57            132.87      3.61          622.54      4.52
    12       394.67       .96            95.00        .79            133.87       .55          623.54       .85
    13       397.83      3.09            95.00       1.48            132.87      1.15          625.70      2.43
    14       396.83      2.05            95.00       1.89            133.87      2.16          625.70      2.05
    15       395.67      3.40            94.00       2.82            131.87      2.86          621.54      3.20
    16       390.17      7.52            94.00       7.37            133.87      7.38          618.04      7.47
    17       395.83      2.58            94.00          0            133.87      1.27          623.70      1.91
    18       394.50      2.55            94.00       1.54            132.87      1.54          621.37      2.18
    19       391.19      4.30            94.00       2.52            121.22      2.81          606.40      3.72
    20       396.67      2.14            95.00       2.22            129.55      1.27          621.22      1.97
    21       397.83      4.91            93.00       4.37            124.38      4.12          615.21      4.67

          NON-RESPONDENTS             NON-RESPONDENTS             NON-RESPONDENTS          NON-RESPONDENTS
              77.02                        6.00                       25.30                    108.32
```

1. Social relevancy of work with handicapped children
2. The rate of advancement in Education for the Handicapped
3. Amount of prestige associated with Education for the Handicapped
4. Work hours in Education for the Handicapped
5. General working conditions in Education for the Handicapped
6. The amount of time left for leisure and relaxation
7. Working with Handicapped children
8. Difficulty level of work in Education for the Handicapped
9. Chances for success in Education for the Handicapped
10. The status you would gain among your peers
11. The way a career in education for the Handicapped could fit into your style of life
12. The starting pay
13. The amount of vacation
14. The salary potential
15. Income security
16. Relevancy of working with the handicapped to your personal values
17. Time left to spend with your family after work
18. The public image of a teacher in Education for the Handicapped
19. The size of the classes you would be teaching
20. The flexibility to leave and return to work as your personal plans require
21. The ease with which you could find a job in the field after completion of training

Profile #13

```
SEP - MEAN RESPONSE FOR EACH SECTION D ADDITIONAL ASPECT ITEM GIVEN /BY SEP TYPE

    CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

  ASPECT GROUP  ADD. ASPECTS FOR D  -  ANY OTHER ASPECTS OF E.M. CONSIDERED

     COL. QUESTION  - TYPE OF SEP  (REGULAR PRAC..AT UNIVERSITY.ADMINISTRATOR)

           ----------------------------- SEP TYPE ----------------------------
ASPECT     ****** REG. ******       ****** UNIV ******       ****** ADMN ******              TOTAL
NUMBER      FREQ.       MEAN         FREQ.       MEAN         FREQ.       MEAN         -----------------
------      -----       ----         -----       ----         -----       ----         FREQ.       MEAN
                                                                                        -----       ----
   1        2.16         .74         1.00       10.00           0           0          3.16        3.67
   2        2.00       10.00           0           0          3.33        2.00          5.33        5.00
   3        2.16         .74           0           0          1.00       10.00          3.16        3.67
   4        1.00       10.00         1.00        7.00         1.00        7.00          3.00        8.00
   5        2.00       10.00           0           0            0           0          2.00       10.00
   6        3.00       10.00           0           0          3.33       10.00          6.33       10.00
   7        3.00        8.33           0           0            0           0          3.00        8.33
   8       12.99       -5.64         1.00        9.00         1.00       10.00         14.99       -3.62
   9        1.00       10.00           0           0            0           0          1.00       10.00
  10        5.16        5.50         1.00        8.00           0           0          6.16        5.91
  11        6.33        7.00           0           0            0           0          6.33        7.00
  12        4.00       10.00           0           0            0           0          4.00       10.00
  13        2.00         .50         1.00      -10.00           0           0          3.00       -3.00
  14        1.00       -9.00           0           0          4.33        7.00          5.33        4.00
  15        1.00       10.00         1.00       10.00         1.00       10.00          3.00       10.00
  16        9.33        2.71           0           0          1.00       10.00         10.33        3.42
  18        3.33       10.00           0           0          3.33      -10.00          6.66          0
  19          0           0          1.00        9.00           0           0          1.00        9.00
  20        1.16       10.00           0           0            0           0          1.16       10.00
  22          0           0            0           0          1.00      -10.00          1.00      -10.00
  23        7.32        5.50           0           0          2.00       10.00          9.32        6.47
  25       27.14        7.27         3.00        9.33         3.00        9.67         33.14        7.68

         NON-RESPONDENTS          NON-RESPONDENTS          NON-RESPONDENTS          NON-RESPONDENTS
             427.24                    96.00                   149.51                   672.75
```

1. Research opportunities in Education for the Handicapped
2. Opportunities for involvement in Teacher Training
3. Emotional involvement with Education for the Handicapped pupils
4. Feeling of accomplishment with pupils
5. Ability to work with handicapped member of family
6. Need for qualified Education for the Handicapped teachers
7. Opportunity for individuality in teacher methods
8. Professionalism and respect in Education for the Handicapped field
9. Co-workers in the Education for the Handicapped profession
10. Opportunity for individualized teaching for Education for the Handicapped students
11. Personal satisfaction with job
12. Association with handicapped children
13. Flexibility of classroom situation and data
14. Mobility between Education for the Handicapped field and regular education
15. Challenge
16. Financial aid
17. Ability to teach handicapped children
18. Opportunities to work in Education for the Handicapped Administration Curriculum Development
19. Professionals in Education for the Handicapped field
20. Personal desire for knowledge of field
21. Mobility within Education for the Handicapped field
22. Time required for study
23. Social relevancy
24. State accredidation
25. Other

Profile #13

```
SEP - MEAN RESPONSE FOR EACH OF THE SECTION D ASPECT ITEMS /  BY SEP TYPE

    CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

  ASPECT GROUP  D - HOW YOU FEEL NOW ABOUT THESE ASPECTS OF PRACTICE IN E.H.

      COL. QUESTION  - TYPE OF SEP  (REGULAR PRAC..AT UNIVERSITY,ADMINISTRATOR)

             ----------------------------  SEP TYPE  ---------------------------            TOTAL
  ASPECT     ****** REG. ******         ****** UNIV ******         ****** ADMN ******      ------------------
  NUMBER      FREQ.        MEAN          FREQ.       MEAN           FREQ.       MEAN        FREQ.       MEAN
  ------      -----        ----          -----       ----           -----       ----        -----       ----
     1       390.17        5.37          89.00       7.49          127.39       7.32       606.56       6.09
     2       392.33        2.79          91.00       3.96          124.39       4.81       607.72       3.38
     3       391.01        2.11          90.00       1.96          126.39       2.76       607.40       2.22
     4       390.17        2.24          91.00        .46          126.39      -0.11       607.56       1.48
     5       390.33        1.48          91.00       2.29          127.39        .70       608.72       1.43
     6       387.84        1.43          91.00      -0.07          126.39      -0.50       605.23        .80
     7       383.67        7.53          91.00       7.43          127.39       8.08       602.06       7.63
     8       386.64        3.45          89.00       3.72          125.39       2.22       601.23       3.23
     9       388.00        5.04          89.00       5.31          126.39       5.74       603.39       5.22
    10       387.00        1.54          91.00       1.44          119.73       3.05       597.73       1.85
    11       384.67        5.25          91.00       5.13          127.39       4.36       603.06       5.05
    12       388.00        1.55          91.00        .77          126.39       1.85       605.39       1.50
    13       389.00        3.60          91.00       1.42          125.39       1.22       605.39       2.78
    14       391.00        2.62          91.00       2.77          123.06       2.46       605.06       2.61
    15       389.00        3.97          90.00       3.83          126.39       3.48       605.39       3.85
    16       389.00        7.33          91.00       7.70          127.39       8.23       607.39       7.58
    17       388.84        2.61          90.00      -0.03          126.39        .67       605.23       1.81
    18       383.67        2.64          90.00       1.23          122.06       2.38       595.73       2.38
    19       382.35        4.34          90.00       2.23          116.90       2.73       589.25       3.70
    20       383.68        2.84          89.00       2.74          120.90       1.46       593.58       2.54
    21       386.84        5.05          88.00       4.99          120.73       4.71       595.57       4.97

          NON-RESPONDENTS            NON-RESPONDENTS           NON-RESPONDENTS           NON-RESPONDENTS
              80.19                      10.00                     33.78                     123.97
```

1. Social relevancy of work with handicapped children
2. The rate of advancement in Education for the Handicapped
3. Amount of prestige associated with Education for the Handicapped
4. Work hours in Education for the Handicapped
5. General working conditions in Education for the Handicapped
6. The amount of time left for leisure and relaxation
7. Working with Handicapped children
8. Difficulty level of work in Education for the Handicapped
9. Chances for success in Education for the Handicapped
10. The status you would gain among your peers
11. The way a career in education for the Handicapped could fit into your style of life
12. The starting pay
13. The amount of vacation
14. The salary potential
15. Income security
16. Relevancy of working with the handicapped to your personal values
17. Time left to spend with your family after work
18. The public image of a teacher in Education for the Handicapped
19. The size of the classes you would be teaching
20. The flexibility to leave and return to work as your personal plans require
21. The ease with which you could find a job in the field after completion of training

Profile #14

```
SEP - MEAN RESPONSE FOR EACH OF THE SECTION B.1 ASPECT ITEMS /  BY SEX

   CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

 ASPECT GROUP  B.1 - HOW YOU FELT ABOUT TRAINING IN EDUC. FOR THE HANDICAPPED WHEN ENTERED IT

    COL. QUESTION  1 - WHAT IS YOUR SEX  (NO RESPONSE,FEMALE,MALE)

          -----------------------------   SEX    -----------------------------
ASPECT    ****** N.R. ******       ****** FEM. ******                                        TOTAL
NUMBER     FREQ.        MEAN        FREQ.        MEAN       ****** MALE ******        ------------------
------     -----        ----        -----        ----        FREQ.        MEAN        FREQ.        MEAN
   1       20.30        5.82       366.09        6.84        -----        ----        -----        ----
   2       20.30        2.92       366.58        1.10       231.64        6.19       618.03        6.56
   3       19.30         .76       365.09        1.59       225.31        1.16       612.19        1.18
   4       19.30        2.55       368.25        4.78       225.31        2.38       609.70        1.85
   5       18.30        1.03       365.25        2.39       222.98        4.99       610.53        4.78
   6       19.30        1.10       365.09        1.85       226.15        2.43       609.70        2.36
   7       19.30        1.70       367.09        2.50       221.82        1.91       606.21        1.85
                                                           226.31        1.69       612.70        2.17

        NON-RESPONDENTS         NON-RESPONDENTS           NON-RESPONDENTS          NON-RESPONDENTS
             3.32                    74.71                     31.14                    109.17
```

1. Interest level of the training and course content
2. Financial support for training available to students in Education for the Handicapped
3. Difficulty of the training and course work
4. Quality of training in Education for the Handicapped
5. Ease of entry into training in Education for the Handicapped
6. Length of training required
7. Status associated with being a student in Education for the Handicapped

Profile #14

```
SEP - MEAN RESPONSE FOR EACH SECTION B ADDITIONAL ASPECT ITEM GIVEN / BY SEX

    CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

  ASPECT GROUP  ADD. ASPECTS FOR B  -  ANY OTHER ASPECTS OF E.H. CONSIDERED

      COL. QUESTION  1 - WHAT IS YOUR SEX  (NO RESPONSE,FEMALE,MALE)

           ---------------------------  SEX  --------------------------                    TOTAL
ASPECT     ****** N.R. ******       ****** FEM. ******        ****** MALE ******        -----------------
NUMBER      FREQ.      MEAN          FREQ.      MEAN           FREQ.      MEAN          FREQ.       MEAN
------      -----      ----          -----      ----           -----      ----          -----       ----
   1           0          0           1.00     10.00            2.00     10.00           3.00      10.00
   2           0          0              0         0            9.99     10.00           9.99      10.00
   3           0          0           1.00     10.00               0         0           1.00      10.00
   4           0          0           6.16      9.19            1.00     10.00           7.16       9.30
   5           0          0           1.00     10.00               0         0           1.00      10.00
   6           0          0          17.15      9.65            7.33      8.64          24.48       9.35
   7           0          0           3.32     10.00            1.00     10.00           4.32      10.00
   8           0          0           4.00      4.00            1.00      7.00           5.00       4.60
   9           0          0           3.16     10.00            2.00      7.50           5.16       9.03
  10           0          0           2.00     10.00               0         0           2.00      10.00
  11           0          0           5.16      9.42            2.00      8.50           7.16       9.16
  12           0          0           7.33      9.45            1.00     10.00           8.33       9.52
  13           0          0           1.00         0               0         0           1.00          0
  14           0          0           1.16         0            2.16      8.61           3.32       5.60
  15           0          0           5.33     10.00            5.00     10.00          10.33      10.00
  16           0          0           3.00      6.67               0         0           3.00       6.67
  17           0          0              0         0            1.00     10.00           1.00      10.00
  18           0          0              0         0            1.00     10.00           1.00      10.00
  19           0          0           3.33     10.00            1.00      7.00           4.33       9.31
  20           0          0           2.00     10.00               0         0           2.00      10.00
  21           0          0           2.16     10.00            2.00      5.00           4.16       7.60
  22           0          0           3.16     -3.48            1.00      7.00           4.16      -0.96
  23        2.00       9.50          14.65      9.15            2.00     10.00          18.65       9.28
  25           0          0          57.76      9.36           26.32      9.76          84.08       9.48
  26           0          0           1.00     10.00               0         0           1.00      10.00

        NON-RESPONDENTS          NON-RESPONDENTS           NON-RESPONDENTS          NON-RESPONDENTS
            21.62                    388.37                    220.97                   630.96
```

1. Research opportunities in Education for the Handicapped
2. Opportunities for involvement in Teacher Training
3. Emotional involvement with Education for the Handicapped pupils
4. Feeling of accomplishment with pupils
5. Ability to work with handicapped member of family
6. Need for qualified Education for the Handicapped teachers
7. Opportunity for individuality in teacher methods
8. Professionalism and respect in Education for the Handicapped field
9. Co-workers in the Education for the Handicapped profession
10. Opportunity for individualized teaching for Education for the Handicapped students
11. Personal satisfaction with job
12. Association with handicapped children
13. Flexibility of classroom situation and data
14. Mobility between Education for the Handicapped field and regular education
15. Challenge
16. Financial aid
17. Ability to teach handicapped children
18. Opportunities to work in Education for the Handicapped Administration Curriculum Development
19. Professionals in Education for the Handicapped field
20. Personal desire for knowledge of field
21. Mobility within Education for the Handicapped field
22. Time required for study
23. Social relevancy
24. State accredidation
25. Other

Profile #14

```
SEP - MEAN RESPONSE FOR EACH OF THE SECTION B.2 ASPECT ITEMS /  BY SEX

   CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

 ASPECT GROUP  B.2 - HOW FELT ABOUT PRACTICE IN E.H. WHEN ENTERED SPEC. EDUC. TEACHER TRAINING

    COL. QUESTION  1 - WHAT IS YOUR SEX  (NO RESPONSE.FEMALE.MALE)

          -----------------------------  SEX  ------------------------------              TOTAL
ASPECT    ****** N.R. ******          ****** FEM. ******          ****** MALE ******          ------------------
NUMBER      FREQ.      MEAN             FREQ.      MEAN             FREQ.      MEAN             FREQ.      MEAN
------      -----      ----             -----      ----             -----      ----             -----      ----
   1        19.30      4.67            370.76      5.36            221.98      5.46            612.04      5.37
   2        19.30       .03            371.09      2.78            223.31      3.28            613.70      2.88
   3        19.30       .48            368.76      2.25            224.31      1.91            612.37      2.07
   4        19.30       .93            367.76      1.51            218.98       .94            606.04      1.29
   5        18.30      2.81            369.09      1.34            219.98      1.31            607.37      1.37
   6        19.40     -0.14            371.09       .10            219.98       .86            610.37       .37
   7        18.30      6.22            369.93      8.00            220.98      7.74            609.21      7.85
   8        19.30      3.21            367.77      2.68            218.98      2.77            606.05      2.73
   9        19.30      5.02            364.44      5.42            213.32      5.03            597.06      5.27
  10        19.30       .21            356.62      1.37            223.31      1.32            599.23      1.32
  11        19.30      3.06            368.93      4.96            223.31      4.20            611.54      4.62
  12        19.30     -2.09            371.09      1.11            223.31       .80            613.70       .90
  13        19.30      2.86            363.44      2.82            221.31      1.82            604.05      2.45
  14        19.30     -1.09            368.93      2.35            223.31      2.10            611.54      2.15
  15        19.30      2.60            365.76      3.00            221.31      3.53            606.37      3.18
  16        19.30      7.70            362.27      8.10            223.31      7.48            604.88      7.86
  17        19.30      1.44            368.93      2.25            221.31      1.56            609.54      1.98
  18        19.30      1.12            366.93      1.87            222.31      1.49            608.54      1.71
  19        19.30      1.33            364.44      4.17            205.16      2.66            588.90      3.55
  20        19.30     -0.55            366.93      1.66            216.82      1.53            603.05      1.54
  21        19.30      3.02            364.76      5.16            221.15      4.66            605.21      4.91

          NON-RESPONDENTS             NON-RESPONDENTS             NON-RESPONDENTS             NON-RESPONDENTS
               4.32                        73.04                       37.47                      114.83
```

1. Social relevancy of work with handicapped children
2. The rate of advancement in Education for the Handicapped
3. Amount of prestige associated with Education for the Handicapped
4. Work hours in Education for the Handicapped
5. General working conditions in Education for the Handicapped
6. The amount of time left for leisure and relaxation
7. Working with Handicapped children
8. Difficulty level of work in Education for the Handicapped
9. Chances for success in Education for the Handicapped
10. The status you would gain among your peers
11. The way a career in education for the Handicapped could fit into your style of life
12. The starting pay
13. The amount of vacation
14. The salary potential
15. Income security
16. Relevancy of working with the handicapped to your personal values
17. Time left to spend with your family after work
18. The public image of a teacher in Education for the Handicapped
19. The size of the classes you would be teaching
20. The flexibility to leave and return to work as your personal plans require
21. The ease with which you could find a job in the field after completion of training

Profile #15

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SEP - MEAN RESPONSE FOR EACH SECTION C ADDITIONAL ASPECT ITEM GIVEN / BY SEX

    CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

  ASPECT GROUP  AUD. ASPECTS FOR C  -  ANY OTHER ASPECTS OF E.H. CONSIDERED

     COL. QUESTION  1 - WHAT IS YOUR SEX  (NO RESPONSE.FEMALE.MALE)

           ------------------------------    SEX    --------------------------                 TOTAL
ASPECT     ****** N.R. ******         ****** FEM. ******        ****** MALE ******        -----------------
NUMBER       FREQ.        MEAN           FREQ.       MEAN          FREQ.       MEAN           FREQ.      MEAN
------       -----        ----           -----       ----          -----       ----           -----      ----
   1           0            0              0           0            2.00      10.00            2.00     10.00
   2           0            0              0           0            1.00       7.00            1.00      7.00
   3           0            0             3.00        6.33           0           0             3.00      6.33
   4          3.33        10.00           3.16       10.00          2.00       9.50            8.49      9.88
   5           0            0             1.00       10.00           0           0             1.00     10.00
   6           0            0             5.33        4.37          1.00      10.00            6.33      5.26
   7           0            0             8.66        8.50          1.00      10.00            9.66      8.66
   8           0            0             6.33        3.52           0           0             6.33      3.52
   9           0            0             1.00       10.00          1.00       8.00            2.00      9.00
  10           0            0             4.33        8.46          1.00      10.00            5.33      8.75
  11           0            0             2.16       10.00          2.00      10.00            4.16     10.00
  12           0            0             9.66       10.00          1.00      10.00           10.66     10.00
  13           0            0             4.00        2.00          1.00     -10.00            5.00     -0.40
  14           0            0              0           0            3.00       2.33            3.00      2.33
  15          3.33        10.00           4.33        8.15          3.00      10.00           10.66      9.25
  16           0            0             4.16        2.79          2.00      -9.50            6.16     -1.20
  17          1.00        10.00           4.49       10.00           0           0             5.49     10.00
  18           0            0             5.33        9.44           0           0             5.33      9.44
  19           0            0             2.00       10.00           0           0             2.00     10.00
  21           0            0              0           0            2.00       7.50            2.00      7.50
  23           0            0            11.49        3.21          1.00      -9.00           12.49      2.23
  25           0            0            30.29        7.56          8.00       7.38           38.29      7.52

          NON-RESPONDENTS          NON-RESPONDENTS          NON-RESPONDENTS             NON-RESPONDENTS
              19.29                    407.50                   245.78                      672.57
```

1. Research opportunities in Education for the Handicapped
2. Opportunities for involvement in Teacher Training
3. Emotional involvement with Education for the Handicapped pupils
4. Feeling of accomplishment with pupils
5. Ability to work with handicapped member of family
6. Need for qualified Education for the Handicapped teachers
7. Opportunity for individuality in teacher methods
8. Professionalism and respect in Education for the Handicapped field
9. Co-workers in the Education for the Handicapped profession
10. Opportunity for individualized teaching for Education for the Handicapped students
11. Personal satisfaction with job
12. Association with handicapped children
13. Flexibility of classroom situation and data
14. Mobility between Education for the Handicapped field and regular education
15. Challenge
16. Financial aid
17. Ability to teach handicapped children
18. Opportunities to work in Education for the Handicapped Administration Curriculum Development
19. Professionals in Education for the Handicapped field
20. Personal desire for knowledge of field
21. Mobility within Education for the Handicapped field
22. Time required for study
23. Social relevancy
24. State accredidation
25. Other

- Profile #15

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SEP - MEAN RESPONSE FOR EACH OF THE SECTION C ASPECT ITEMS /  BY SEX

    CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

  ASPECT GROUP  C - HOW FELT ABOUT THESE ASPECTS WHEN ENTERED PRACTICE IN EDUC. FOR THE H.C.

      COL. QUESTION  1 - WHAT IS YOUR SEX  (NO RESPONSE,FEMALE,MALE)

          -----------------------------  SEX  ----------------------------              TOTAL
ASPECT    ****** N.R. ******          ****** FEM. ******          ****** MALE ******        -----------------
NUMBER    FREQ.       MEAN            FREQ.       MEAN            FREQ.       MEAN           FREQ.       MEAN
------    -----       ----            -----       ----            -----       ----           -----       ----
   1      20.46       4.45            379.76      5.58            227.48      5.69           627.70      5.58
   2      20.46       1.62            380.76      2.64            225.48      3.10           626.70      2.77
   3      20.46       1.04            376.43      1.67            220.82      1.91           617.71      1.74
   4      19.46       1.10            380.76      1.67            226.32       .86           626.54      1.36
   5      20.46       1.81            379.76      1.69            225.48       .76           625.70      1.36
   6      17.13       1.81            378.76       .86            227.48       .58           623.37       .78
   7      20.46       4.84            379.76      7.87            227.48      6.86           627.70      7.40
   8      19.46        .27            375.27      2.59            225.32      2.88           620.05      2.62
   9      20.46       2.78            378.76      4.74            225.48      4.70           624.70      4.66
  10      20.46        .92            371.10      1.44            224.48      1.71           616.04      1.52
  11      20.46       2.55            378.60      4.64            223.48      4.50           622.54      4.52
  12      20.46      -1.40            378.76       .90            224.32       .96           623.54       .85
  13      20.46       2.17            379.76      2.74            225.48      1.93           625.70      2.43
  14      20.46        .36            379.76      2.19            225.48      1.96           625.70      2.05
  15      20.46       3.03            376.60      3.42            224.48      2.86           621.54      3.20
  16      20.46       5.44            372.10      7.66            225.48      7.33           618.04      7.47
  17      20.46       1.97            377.76      2.04            225.48      1.68           623.70      1.91
  18      20.46       2.75            375.43      2.23            225.48      2.06           621.37      2.18
  19      20.46       2.46            371.95      4.39            213.99      2.68           606.40      3.72
  20      20.46       1.37            376.28      2.00            224.48      1.98           621.22      1.97
  21      20.46       4.41            374.27      4.64            220.48      4.74           615.21      4.67

          NON-RESPONDENTS             NON-RESPONDENTS             NON-RESPONDENTS           NON-RESPONDENTS
               3.16                        70.86                       34.30                    108.32
```

1. Social relevancy of work with handicapped children
2. The rate of advancement in Education for the Handicapped
3. Amount of prestige associated with Education for the Handicapped
4. Work hours in Education for the Handicapped
5. General working conditions in Education for the Handicapped
6. The amount of time left for leisure and relaxation
7. Working with Handicapped children
8. Difficulty level of work in Education for the Handicapped
9. Chances for success in Education for the Handicapped
10. The status you would gain among your peers
11. The way a career in education for the Handicapped could fit into your style of life
12. The starting pay
13. The amount of vacation
14. The salary potential
15. Income security
16. Relevancy of working with the handicapped to your personal values
17. Time left to spend with your family after work
18. The public image of a teacher in Education for the Handicapped
19. The size of the classes you would be teaching
20. The flexibility to leave and return to work as your personal plans require
21. The ease with which you could find a job in the field after completion of training

Profile #16

```
SEP - MEAN RESPONSE FOR EACH SECTION D ADDITIONAL ASPECT ITEM GIVEN / BY SEX

    CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

  ASPECT GROUP  ADD. ASPECTS FOR D  -  ANY OTHER ASPECTS OF E.H. CONSIDERED

     COL. QUESTION  1 - WHAT IS YOUR SEX  (NO RESPONSE.FEMALE.MALE)

              -----------------------------  SEX  ---------------------------                 TOTAL
ASPECT     ****** N.R. ******        ****** FEM. ******        ****** MALE ******       ------------------
NUMBER      FREQ.       MEAN          FREQ.       MEAN          FREQ.       MEAN          FREQ.       MEAN
------      -----       ----          -----       ----          -----       ----          -----       ----
   1         1.16       10.00          1.00      -10.00          1.00       10.00          3.16        3.67
   2            0           0          5.33        5.00             0           0          5.33        5.00
   3            0           0          3.16        3.67             0           0          3.16        3.67
   4            0           0          2.00        8.50          1.00        7.00          3.00        8.00
   5            0           0          2.00       10.00             0           0          2.00       10.00
   6            0           0          4.33       10.00          2.00       10.00          6.33       10.00
   7            0           0          1.00       10.00          2.00        7.50          3.00        8.33
   8         1.00      -10.00          5.33        7.94          8.66      -10.00         14.99       -3.62
   9            0           0          1.00       10.00             0           0          1.00       10.00
  10            0           0          5.16        5.12          1.00       10.00          6.16        5.91
  11            0           0          5.33        6.44          1.00       10.00          6.33        7.00
  12            0           0          4.00       10.00             0           0          4.00       10.00
  13            0           0          2.00           0          1.00       -9.00          3.00       -3.00
  14            0           0          3.33        7.00          2.00       -1.00          5.33        4.00
  15            0           0          1.00       10.00          2.00       10.00          3.00       10.00
  16            0           0          7.33        6.05          3.00       -3.00         10.33        3.42
  18            0           0          6.66           0             0           0          6.66           0
  19            0           0          1.00        9.00             0           0          1.00        9.00
  20            0           0          1.16       10.00             0           0          1.16       10.00
  22            0           0             0           0          1.00      -10.00          1.00      -10.00
  23            0           0          8.32        8.33          1.00       -9.00          9.32        6.47
  25            0           0         30.14        7.54          3.00        9.00         33.14        7.68

          NON-RESPONDENTS          NON-RESPONDENTS          NON-RESPONDENTS          NON-RESPONDENTS
              21.46                    406.17                   245.12                   672.75
```

1. Research opportunities in Education for the Handicapped
2. Opportunities for involvement in Teacher Training
3. Emotional involvement with Education for the Handicapped pupils
4. Feeling of accomplishment with pupils
5. Ability to work with handicapped member of family
6. Need for qualified Education for the Handicapped teachers
7. Opportunity for individuality in teacher methods
8. Professionalism and respect in Education for the Handicapped field
9. Co-workers in the Education for the Handicapped profession
10. Opportunity for individualized teaching for Education for the Handicapped students
11. Personal satisfaction with job
12. Association with handicapped children
13. Flexibility of classroom situation and data
14. Mobility between Education for the Handicapped field and regular education
15. Challenge
16. Financial aid
17. Ability to teach handicapped children
18. Opportunities to work in Education for the Handicapped Administration Curriculum Development
19. Professionals in Education for the Handicapped field
20. Personal desire for knowledge of field
21. Mobility within Education for the Handicapped field
22. Time required for study
23. Social relevancy
24. State accredidation
25. Other

Profile #16

```
SEP - MEAN RESPONSE FOR EACH OF THE SECTION D ASPECT ITEMS /  BY SEX

    CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

  ASPECT GROUP  D - HOW YOU FEEL NOW ABOUT THESE ASPECTS OF PRACTICE IN E.H.

      COL. QUESTION  1 - WHAT IS YOUR SEX  (NO RESPONSE,FEMALE,MALE)

          -----------------------------  SEX   ---------------------------
ASPECT    ****** N.R. ******         ****** FEM. ******         ****** MALE ******                 TOTAL
NUMBER     FREQ.        MEAN          FREQ.       MEAN           FREQ.       MEAN          ------------------
------     -----        ----          -----       ----           -----       ----            FREQ.       MEAN
                                                                                             -----       ----
   1       15.97        4.90         367.78       6.00          222.81       6.32           606.56       6.09
   2       15.97       -0.46         367.94       3.37          223.81       3.67           607.72       3.38
   3       15.97        1.41         367.94       2.16          223.49       2.38           607.40       2.22
   4       15.97        2.56         366.78       1.79          224.81        .91           607.56       1.48
   5       15.97        2.11         366.94       1.63          225.81       1.08           608.72       1.43
   6       15.97        1.32         367.94        .79          221.32        .78           605.23        .80
   7       15.97        5.61         366.94       8.00          219.15       7.16           602.06       7.63
   8       13.81        3.23         367.94       3.00          219.48       3.62           601.23       3.23
   9       15.97        4.93         364.94       5.34          222.48       5.05           603.39       5.22
  10       14.97        1.84         361.28       1.73          221.48       2.04           597.73       1.85
  11       15.97        4.08         364.61       5.30          222.48       4.70           603.06       5.05
  12       15.97       -1.65         366.94       1.54          222.48       1.65           605.39       1.50
  13       15.97        2.09         367.94       3.14          221.48       2.23           605.39       2.78
  14       15.97       -0.13         366.61       2.91          222.48       2.32           605.06       2.61
  15       15.97        3.30         367.94       3.96          221.48       3.70           605.39       3.85
  16       15.97        6.65         368.94       7.57          222.48       7.65           607.39       7.58
  17       15.97        2.17         366.78       2.06          222.48       1.38           605.23       1.81
  18       14.97        1.92         363.61       2.40          217.15       2.37           595.73       2.38
  19       15.97        2.43         362.45       4.41          210.83       2.57           589.25       3.70
  20       15.97       -0.47         359.46       2.97          218.15       2.06           593.58       2.54
  21       15.97        1.43         362.45       5.31          217.15       4.67           595.57       4.97

       NON-RESPONDENTS          NON-RESPONDENTS           NON-RESPONDENTS            NON-RESPONDENTS
            7.65                     79.35                     36.97                      123.97
```

1. Social relevancy of work with handicapped children
2. The rate of advancement in Education for the Handicapped
3. Amount of prestige associated with Education for the Handicapped
4. Work hours in Education for the Handicapped
5. General working conditions in Education for the Handicapped
6. The amount of time left for leisure and relaxation
7. Working with Handicapped children
8. Difficulty level of work in Education for the Handicapped
9. Chances for success in Education for the Handicapped
10. The status you would gain among your peers
11. The way a career in education for the Handicapped could fit into your style of life
12. The starting pay
13. The amount of vacation
14. The salary potential
15. Income security
16. Relevancy of working with the handicapped to your personal values
17. Time left to spend with your family after work
18. The public image of a teacher in Education for the Handicapped
19. The size of the classes you would be teaching
20. The flexibility to leave and return to work as your personal plans require
21. The ease with which you could find a job in the field after completion of training

Profile #17

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SEA - MEAN RESPONSE FOR EACH OF THE SECTION H.1 ASPECT ITEMS /  BY SEX

    CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

  ASPECT GROUP  H.1 - HOW YOU FELT ABOUT TRAINING IN EDUC. FOR THE HANDICAPPED WHEN ENTERED IT

     COL. QUESTION  1 - WHAT IS YOUR SEX  (NO RESPONSE,FEMALE,MALE)

               ----------------------------     SEX     ----------------------------
  ASPECT       ****** N.R. ******            ****** FEM. ******           ****** MALE ******               TOTAL
  NUMBER        FREQ.        MEAN             FREQ.        MEAN            FREQ.        MEAN         ------------------
  ------        -----        ----             -----        ----            -----        ----         FREQ.        MEAN
     1           3.58        6.13             73.58        6.44            14.16        6.91         -----        ----
     2           3.58        1.96             72.58        1.87            14.16        2.55         91.32        6.54
     3           2.29           0             73.58        2.27            14.16         .82         90.32        1.98
     4           3.58        7.36             73.58        5.33            14.16        7.10         90.03        1.98
     5           3.58        2.52             73.58        4.35            14.16        3.46         91.32        5.68
     6           3.58        3.24             72.58        3.38            14.16         .64         91.32        4.14
     7           3.58        1.44             69.74        2.05            14.16        1.55         90.32        2.95
                                                                                                     87.48        1.94
            NON-RESPONDENTS              NON-RESPONDENTS             NON-RESPONDENTS
                 2.29                         4.87                        8.71                   NON-RESPONDENTS
                                                                                                      15.87
```

1. Interest level of the training and course content
2. Financial support for training available to students in Education for the Handicapped
3. Difficulty of the training and course work
4. Quality of training in Education for the Handicapped
5. Ease of entry into training in Education for the Handicapped
6. Length of training required
7. Status associated with being a student in Education for the Handicapped

-- Profile #17

```
SEA - MEAN RESPONSE FOR EACH SECTION B ADDITIONAL ASPECT ITEM GIVEN / BY SEX

    CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

  ASPECT GROUP  ADD. ASPECTS FOR B  -  ANY OTHER ASPECTS OF E.H. CONSIDERED

     COL. QUESTION  1 - WHAT IS YOUR SEX  (NO RESPONSE,FEMALE,MALE)

          ----------------------------    SEX    ---------------------------              TOTAL
ASPECT    ****** N.R. ******        ****** FEM. ******        ****** MALE ******        ----------------
NUMBER      FREQ.       MEAN          FREQ.      MEAN          FREQ.      MEAN          FREQ.      MEAN
------      -----       ----          -----      ----          -----      ----          -----      ----
   4          0           0           1.00       9.00            0          0           1.00       9.00
   5          0           0           1.29       7.00            0          0           1.29       7.00
  12          0           0           1.00      10.00            0          0           1.00      10.00
  14          0           0           1.29       7.00            0          0           1.29       7.00
  17          0           0           1.29      10.00            0          0           1.29      10.00
  19          0           0           1.29       7.00            0          0           1.29       7.00
  21          0           0           1.29       8.00            0          0           1.29       8.00
  23          0           0           1.29      10.00            0          0           1.29      10.00
  25          0           0           8.29       6.28            0          0           8.29       6.28

        NON-RESPONDENTS          NON-RESPONDENTS          NON-RESPONDENTS          NON-RESPONDENTS
             5.87                     64.42                    22.87                    93.16
```

1. Research opportunities in Education for the Handicapped
2. Opportunities for involvement in Teacher Training
3. Emotional involvement with Education for the Handicapped pupils
4. Feeling of accomplishment with pupils
5. Ability to work with handicapped member of family
6. Need for qualified Education for the Handicapped teachers
7. Opportunity for individuality in teacher methods
8. Professionalism and respect in Education for the Handicapped field
9. Co-workers in the Education for the Handicapped profession
10. Opportunity for individualized teaching for Education for the Handicapped students
11. Personal satisfaction with job
12. Association with handicapped children
13. Flexibility of classroom situation and data
14. Mobility between Education for the Handicapped field and regular education
15. Challenge
16. Financial aid
17. Ability to teach handicapped children
18. Opportunities to work in Education for the Handicapped Administration Curriculum Development
19. Professionals in Education for the Handicapped field
20. Personal desire for knowledge of field
21. Mobility within Education for the Handicapped field
22. Time required for study
23. Social relevancy
24. State accredidation
25. Other

Profile #17

```
SEA - MEAN RESPONSE FOR EACH OF THE SECTION H.2 ASPECT ITEMS /  BY SEX

  CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

 ASPECT GROUP  H.2 - HOW FELT ABOUT PRACTICE IN E.H. WHEN ENTERED SPEC. EDUC. TEACHER TRAINING

    COL. QUESTION  1 - WHAT IS YOUR SEX  (NO RESPONSE,FEMALE,MALE)

         -----------------------------------   SEX   -----------------------------------
ASPECT   ****** N.R. ******      ****** FEM. ******      ****** MALE ******            TOTAL
NUMBER    FREQ.      MEAN         FREQ.      MEAN         FREQ.      MEAN       ----------------
------    -----      ----         -----      ----         -----      ----        FREQ.      MEAN
                                                                                 -----      ----
   1       3.58      6.13         72.58      5.26         16.71      4.85        92.87      5.22
   2       3.58      1.68         72.87      1.34         16.71      4.30        93.16      1.91
   3       3.58     -0.84         71.32       .95         16.71      1.31        91.61       .94
   4       3.58      3.04         71.32      2.50         16.71      2.16        91.61      2.46
   5       3.58      6.65         71.32     -1.21         16.71      5.01        91.61       .23
   6       3.58      2.52         75.16       .89         16.71      1.62        95.45      1.08
   7       3.58      8.00         72.61      8.51         14.16      7.37        90.35      8.31
   8       3.58     -3.63         72.61      2.72         16.71      1.39        92.90      2.24
   9       3.58      2.52         75.16      3.86         16.71      4.48        95.45      3.92
  10       3.58     -1.92         73.87       .23         16.71       .77        94.16       .24
  11       3.58      1.68         75.16      4.91         14.16      2.55        92.90      4.43
  12       3.58      1.96         75.16       .02         14.16      4.54        92.90       .79
  13       3.58      3.04         75.16      3.77         14.16      4.73        92.90      3.89
  14       2.29      3.07         75.16      1.58         14.16      5.27        91.61      2.19
  15       3.58      1.68         73.87      2.92         14.16      4.00        91.61      3.04
  16       3.58      3.60         75.16      7.80         14.16      6.74        92.90      7.47
  17       3.58      2.52         74.16      3.41         14.16      3.83        91.90      3.44
  18       3.58      1.32         75.16      1.17         14.16      1.17        92.90      1.17
  19       3.58      5.41         73.87      5.11         14.16      3.19        91.61      4.84
  20       3.58      1.96         75.16      2.88         16.71     -0.07        95.45      2.33
  21       3.58      3.49         75.16      5.71         16.71      2.62        95.45      5.08

         NON-RESPONDENTS         NON-RESPONDENTS         NON-RESPONDENTS       NON-RESPONDENTS
              2.29                    3.29                    6.16                  11.74
```

1. Social relevancy of work with handicapped children
2. The rate of advancement in Education for the Handicapped
3. Amount of prestige associated with Education for the Handicapped
4. Work hours in Education for the Handicapped
5. General working conditions in Education for the Handicapped
6. The amount of time left for leisure and relaxation
7. Working with Handicapped children
8. Difficulty level of work in Education for the Handicapped
9. Chances for success in Education for the Handicapped
10. The status you would gain among your peers
11. The way a career in education for the Handicapped could fit into your style of life
12. The starting pay
13. The amount of vacation
14. The salary potential
15. Income security
16. Relevancy of working with the handicapped to your personal values
17. Time left to spend with your family after work
18. The public image of a teacher in Education for the Handicapped
19. The size of the classes you would be teaching
20. The flexibility to leave and return to work as your personal plans require
21. The ease with which you could find a job in the field after completion of training

Profile #18

```
SEA - MEAN RESPONSE FOR EACH SECTION C ADDITIONAL ASPECT ITEM GIVEN / BY SEX

    CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

  ASPECT GROUP  ADD. ASPECTS FOR C  -  ANY OTHER ASPECTS OF E.H. CONSIDERED

     COL. QUESTION  1 - WHAT IS YOUR SEX  (NO RESPONSE,FEMALE,MALE)

            -----------------------------   SEX   ---------------------------                TOTAL
ASPECT      ****** N.R. ******        ****** FEM. ******       ****** MALE ******        -----------------
NUMBER       FREQ.       MEAN          FREQ.       MEAN          FREQ.      MEAN          FREQ.       MEAN
------       -----       ----          -----       ----          -----      ----          -----       ----
   9           0           0           1.00       -7.00            0          0           1.00       -7.00
  12           0           0           1.00      -10.00            0          0           1.00      -10.00
  19           0           0           1.00        7.00            0          0           1.00        7.00
  25           0           0           6.58       -5.30            0          0           6.58       -5.30

         NON-RESPONDENTS          NON-RESPONDENTS          NON-RESPONDENTS           NON-RESPONDENTS
              5.87                     71.87                    22.87                    100.61
```

1. Research opportunities in Education for the Handicapped
2. Opportunities for involvement in Teacher Training
3. Emotional involvement with Education for the Handicapped pupils
4. Feeling of accomplishment with pupils
5. Ability to work with handicapped member of family
6. Need for qualified Education for the Handicapped teachers
7. Opportunity for individuality in teacher methods
8. Professionalism and respect in Education for the Handicapped field
9. Co-workers in the Education for the Handicapped profession
10. Opportunity for individualized teaching for Education for the Handicapped students
11. Personal satisfaction with job
12. Association with handicapped children
13. Flexibility of classroom situation and data
14. Mobility between Education for the Handicapped field and regular education
15. Challenge
16. Financial aid
17. Ability to teach handicapped children
18. Opportunities to work in Education for the Handicapped Administration Curriculum Development
19. Professionals in Education for the Handicapped field
20. Personal desire for knowledge of field
21. Mobility within Education for the Handicapped field
22. Time required for study
23. Social relevancy
24. State accredidation
25. Other

Profile #18

```
SEA - MEAN RESPONSE FOR EACH OF THE SECTION C ASPECT ITEMS /  BY SEX

    CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

  ASPECT GROUP  C - HOW FELT ABOUT THESE ASPECTS WHEN ENTERED PRACTICE IN EDUC. FOR THE H.C.

     COL. QUESTION  1 - WHAT IS YOUR SEX  (NO RESPONSE.FEMALE.MALE)

             ---------------------------    SEX    ---------------------------------
ASPECT    ****** N.R. ******         ****** FEM. ******        ****** MALE ******               TOTAL
NUMBER      FREQ.       MEAN            FREQ.      MEAN            FREQ.      MEAN          ---------------
------      -----       ----            -----      ----            -----      ----          FREQ.      MEAN
                                                                                            -----      ----
   1        4.87        2.65            69.00      5.05            14.16      6.37          88.03      5.13
   2        4.87       -0.26            71.58       .67            14.16      3.45          90.61      1.06
   3        4.87         .26            70.29       .93            14.16       .18          89.32       .78
   4        4.87         .56            71.29      2.98            14.16      2.27          90.32      2.73
   5        3.58        4.84            69.00     -2.19            14.16      1.64          86.74     -1.28
   6        4.87        1.85            70.29      3.27            14.16      4.09          89.32      3.32
   7        4.87        5.53            70.29      7.84            14.16      8.27          89.32      7.78
   8        4.87       -0.62            67.74      2.57            14.16      1.90          86.77      2.28
   9        4.87        4.17            67.00      3.55            12.87      6.40          84.74      4.02
  10        4.87         .26            71.29       .26            14.16       .91          90.32       .36
  11        4.87        1.85            71.29      5.26            14.16      6.28          90.32      5.23
  12        4.87        1.85            70.29     -0.39            14.16      1.64          89.32       .05
  13        4.87        1.85            70.29      3.92            14.16      1.54          89.32      3.43
  14        4.87        1.85            70.29      1.38            14.16      4.91          89.32      1.96
  15        4.87        4.50            67.74      3.06            14.16      2.45          86.77      3.04
  16        4.87        2.65            71.29      8.01            14.16      5.46          90.32      7.32
  17        4.87        1.85            70.00      4.21            12.87      4.39          87.74      4.11
  18        4.87        2.91            70.00       .94            12.87      2.19          87.74      1.23
  19        4.87        8.68            69.00      3.81            12.87      3.69          86.74      4.07
  20        4.87        4.50            71.29      2.80            14.16      1.28          90.32      2.66
  21        4.87        7.15            69.00      5.87            14.16      5.18          88.03      5.83

         NON-RESPONDENTS            NON-RESPONDENTS            NON-RESPONDENTS            NON-RESPONDENTS
              1.00                       5.87                       8.71                       15.58
```

1. Social relevancy of work with handicapped children
2. The rate of advancement in Education for the Handicapped
3. Amount of prestige associated with Education for the Handicapped
4. Work hours in Education for the Handicapped
5. General working conditions in Education for the Handicapped
6. The amount of time left for leisure and relaxation
7. Working with Handicapped children
8. Difficulty level of work in Education for the Handicapped
9. Chances for success in Education for the Handicapped
10. The status you would gain among your peers
11. The way a career in education for the Handicapped could fit into your style of life
12. The starting pay
13. The amount of vacation
14. The salary potential
15. Income security
16. Relevancy of working with the handicapped to your personal values
17. Time left to spend with your family after work
19. The public image of a teacher in Education for the Handicapped
19. The size of the classes you would be teaching
20. The flexibility to leave and return to work as your personal plans require
21. The ease with which you could find a job in the field after completion of training

— Profile #19

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SEA - MEAN RESPONSE FOR EACH SECTION D ADDITIONAL ASPECT ITEM GIVEN / BY SEX

   CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

 ASPECT GROUP  ADD. ASPECTS FOR D  -  ANY OTHER ASPECTS OF E.H. CONSIDERED

    CUL. QUESTION  1 - WHAT IS YOUR SEX  (NO RESPONSE.FEMALE.MALE)

          -----------------------------      SEX      ---------------------------                TOTAL
 ASPECT   ****** N.R. ******           ****** FEM. ******          ****** MALE ******        ------------------
 NUMBER     FREQ.        MEAN            FREQ.       MEAN            FREQ.       MEAN          FREQ.       MEAN
 ------     -----        ----            -----       ----            -----       ----          -----       ----
    1         0            0              1.00      10.00              0           0            1.00      10.00
    8         0            0              1.00     -10.00              0           0            1.00     -10.00
    9         0            0              3.29     -10.00              0           0            3.29     -10.00
   16         0            0              5.00      -8.80              0           0            5.00      -8.80
   21         0            0              1.29     -10.00              0           0            1.29     -10.00
   25         0            0              7.16     -10.00              0           0            7.16     -10.00

          NON-RESPONDENTS           NON-RESPONDENTS            NON-RESPONDENTS            NON-RESPONDENTS
               5.87                      70.58                      22.87                      99.32
```

1. Research opportunities in Education for the Handicapped
2. Opportunities for involvement in Teacher Training
3. Emotional involvement with Education for the Handicapped pupils
4. Feeling of accomplishment with pupils
5. Ability to work with handicapped member of family
6. Need for qualified Education for the Handicapped teachers
7. Opportunity for individuality in teacher methods
8. Professionalism and respect in Education for the Handicapped field
9. Co-workers in the Education for the Handicapped profession
10. Opportunity for individualized teaching for Education for the Handicapped students
11. Personal satisfaction with job
12. Association with handicapped children
13. Flexibility of classroom situation and data
14. Mobility between Education for the Handicapped field and regular education
15. Challenge
16. Financial aid
17. Ability to teach handicapped children
18. Opportunities to work in Education for the Handicapped Administration Curriculum Development
19. Professionals in Education for the Handicapped field
20. Personal desire for knowledge of field
21. Mobility within Education for the Handicapped field
22. Time required for study
23. Social relevancy
24. State accredidation
25. Other

Profile #19

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SEA - MEAN RESPONSE FOR EACH OF THE SECTION D ASPECT ITEMS /  BY SEX

    CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

  ASPECT GROUP  D - HOW FELT ABOUT THESE ASPECTS WHEN DECIDED TO LEAVE PRACTICE IN E.H.

      COL. QUESTION  1 - WHAT IS YOUR SEX  (NO RESPONSE,FEMALE,MALE)

            ----------------------------------   SEX   --------------------------------           TOTAL
  ASPECT    ****** N.R. ******         ****** FEM. ******        ****** MALE ******         ------------------
  NUMBER      FREQ.       MEAN           FREQ.       MEAN          FREQ.       MEAN           FREQ.       MEAN
  ------      -----       ----           -----       ----          -----       ----           -----       ----
     1        3.58        3.60           50.29       4.40          9.00        5.72           62.87       4.54
     2        3.58       -0.36           50.29      -0.13          7.71        2.49           61.58        .18
     3        3.58       -0.36           50.29      -0.98          6.42       -2.21           60.29      -1.08
     4        3.58       -1.08           49.29       2.39          7.71       -0.19           60.58       1.85
     5        3.58        4.23           51.58      -4.01          9.00       -0.86           64.16      -3.11
     6        3.58       -3.20           51.58       2.30          9.00        4.00           64.16       2.23
     7        3.58        1.08           49.29       7.85          9.00        9.28           61.87       7.67
     8        3.58       -2.51           48.03       1.30          9.00         .84           60.61       1.00
     9        3.58        5.04           50.58       2.09          9.00        6.72           63.16       2.91
    10        3.58       -0.72           51.58      -0.42          9.00        1.00           64.16      -0.24
    11        3.58        3.60           51.58       3.25          9.00        6.86           64.16       3.77
    12        3.58       -2.51           50.58        .19          9.00       -1.00           63.16      -0.13
    13        3.58        3.60           50.58       3.94          9.00         .99           63.16       3.50
    14        3.58       -2.51           50.58        .57          9.00        4.00           63.16        .89
    15        3.58        3.60           50.58       2.02          9.00         .70           63.16       1.92
    16        3.58        3.60           50.29       6.58          9.00        4.28           62.87       6.09
    17        3.58        1.09           51.58       3.45          9.00        6.00           64.16       3.68
    18        3.58         .36           51.58        .47          9.00       -1.02           64.16        .26
    19        3.58        9.00           50.58       2.88          9.00        3.85           63.16       3.37
    20        3.58        2.77           50.29       2.69          9.00       -0.57           62.87       2.22
    21        3.58        3.60           50.58       5.64          9.00        3.14           63.16       5.16

           NON-RESPONDENTS           NON-RESPONDENTS           NON-RESPONDENTS            NON-RESPONDENTS
                2.29                      26.87                     13.87                      43.03
```

1. Social relevancy of work with handicapped children
2. The rate of advancement in Education for the Handicapped
3. Amount of prestige associated with Education for the Handicapped
4. Work hours in Education for the Handicapped
5. General working conditions in Education for the Handicapped
6. The amount of time left for leisure and relaxation
7. Working with Handicapped children
8. Difficulty level of work in Education for the Handicapped
9. Chances for success in Education for the Handicapped
10. The status you would gain among your peers
11. The way a career in education for the Handicapped could fit into your style of life
12. The starting pay
13. The amount of vacation
14. The salary potential
15. Income security
16. Relevancy of working with the handicapped to your personal values
17. Time left to spend with your family after work
18. The public image of a teacher in Education for the Handicapped
19. The size of the classes you would be teaching
20. The flexibility to leave and return to work as your personal plans require
21. The ease with which you could find a job in the field after completion of training

Profile #20

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REP - MEAN RESPONSE FOR EACH OF THE SECTION 4.2 ASPECT ITEMS /  BY SEX

   CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

 ASPECT GROUP  4.2 - HOW YOU FELT ABOUT TEACHING WHEN YOU ENTERED TEACHER TRAINING

    COL. QUESTION  1 - WHAT IS YOUR SEX (NO RESPONSE,FEMALE,MALE)

            ----------------------------   SEX   ----------------------------
 ASPECT     ****** N.R. ******       ****** FEM. ******      ****** MALE ******           TOTAL
 NUMBER       FREQ.      MEAN          FREQ.      MEAN         FREQ.      MEAN      -----------------
 ------       -----      ----          -----      ----         -----      ----        FREQ.     MEAN
                                                                                      -----     ----
    1          7.00      9.00          93.67      7.42         17.74      6.87       118.41     7.43
    2          6.00      1.67          95.31      1.83         17.74      2.24       119.05     1.88
    3          6.00      4.33          96.31      2.60         17.74      1.70       120.05     2.56
    4          7.00      6.14          97.60      5.13         18.74      3.76       123.34     4.98
    5          7.00      5.86          97.60      4.48         18.74      3.12       123.34     4.35
    6          7.00      4.00          97.60      3.35         18.74      2.11       123.34     3.20
    7          7.00      9.43          97.60      8.61         18.74      8.04       123.34     8.57
    8          7.00      3.43          95.31      2.55         18.74      3.18       121.05     2.70
    9          7.00      6.14          96.60      4.75         18.74      3.56       122.34     4.65
   10          7.00      6.00          96.60      2.36         18.74       .51       122.34     2.28
   11          7.00      5.86          96.60      6.57         18.74      4.24       122.34     6.17
   12          7.00     -2.14          96.60     -0.27         18.74     -0.69       122.34    -0.44
   13          7.00      6.86          96.60      6.64         18.74      5.11       122.34     6.46
   14          7.00      2.86          96.60      1.40         18.74     -0.72       122.34     1.16
   15          7.00      2.71          95.60      4.94         18.74      3.79       121.34     4.63
   16          7.00      9.00          94.31      7.64         18.74      4.82       120.05     7.28
   17          7.00      4.14          96.60      4.65         18.74      2.87       122.34     4.35
   18          7.00      5.00          95.60      3.60         18.74       .96       121.34     3.28
   19          6.00     -1.17          96.60       .53         18.74     -0.95       121.34      .22
   20          7.00      2.00          95.31      3.15         17.45       .98       119.76     2.76
   21          7.00      3.43          95.31      4.25         18.74      4.50       121.05     4.24

            NON-RESPONDENTS        NON-RESPONDENTS         NON-RESPONDENTS        NON-RESPONDENTS
                   0                    12.57                    1.29                  13.86
```

1. Social relevancy of work with children
2. The rate of advancement in teaching
3. Amount of prestige associated with teaching
4. Work hours in teaching
5. General working conditions in education
6. The amount of time left for leisure and relazation
7. Working with children
8. Difficulty level of work in education
9. Chances for success in education
10. The status you would gain among your peers
11. The way a career in education could fit into your style of life
12. The starting pay
13. The amount of vacation
14. The salary potential
15. Income security
16. Relevancy to your personal values
17. Time left to spend with your family after work
18. The public image of a teacher
19. The size of the classes you would be teaching
20. The flexibility to leave and return to work as your personal plans required
21. The ease with which you could find a job in the field after

Profile #20

```
REP - MEAN RESPONSE FOR EACH SECTION B ADDITIONAL ASPECT ITEM GIVEN / BY SEX

    CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

  ASPECT GROUP  ADD. ASPECTS FOR B - ANY OTHER ASPECTS OF TEACH. CONSIDERED

     COL. QUESTION  1 - WHAT IS YOUR SEX (NO RESPONSE,FEMALE,MALE)

          ----------------------------  SEX   ----------------------------          TOTAL
 ASPECT   ****** N.R. ******      ****** FEM. ******      ****** MALE ******      -----------------
 NUMBER     FREQ.       MEAN         FREQ.      MEAN         FREQ.      MEAN          FREQ.      MEAN
 ------     -----       ----         -----      ----         -----      ----          -----      ----
    4           0          0          1.00     10.00             0         0           1.00     10.00
    9           0          0             0         0          1.00     10.00           1.00     10.00
   11           0          0          1.29     10.00             0         0           1.29     10.00
   12           0          0          2.64     10.00             0         0           2.64     10.00
   16           0          0          1.29     10.00             0         0           1.29     10.00
   17           0          0          1.00     10.00             0         0           1.00     10.00
   21           0          0             0         0          1.00     10.00           1.00     10.00
   23           0          0          2.64     10.00          2.58     10.00           5.22     10.00
   25        2.00       7.00          4.29     10.00          2.00     10.00           8.29      9.28

          NON-RESPONDENTS         NON-RESPONDENTS         NON-RESPONDENTS          NON-RESPONDENTS
               6.00                   103.24                   17.74                   126.98
```

1. Research opportunities
2. Opportunities for inducement in Teacher Training
3. Emotional involvement with pupils
4. Feeling of accomplishment with pupils
5. Ability to work with members of family
6. Need for qualified teachers
7. Opportunity for individuality in teaching methods
8. Professionalism and respect in field
9. Co-workers in the profession
10. Opportunity for individualized teaching
11. Personal satisfaction with job
12. Association with children
13. Flexibility of classroom situation and data
14. Mobility between related fields and education
15. Challenge
16. Financial aid
17. Ability to teach children
18. Opportunities to work in administration curriculum Inst.
19. Professionals in field
20. Personal desire for knowledge of field
21. Mobility within field
22. Time required for study
23. Social relevancy
24. State accreditation
25. Other

Profile #20

```
REP - MEAN RESPONSE FOR EACH OF THE SECTION H.1 ASPECT ITEMS /  BY SEX

    CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

  ASPECT GROUP  H.1 - HOW YOU FELT ABOUT TEACHER TRAINING WHEN YOU ENTERED IT

     COL. QUESTION  1 - [illegible] IS YOUR SEX (NO RESPONSE,FEMALE,MALE)

          ----------------------------    SEX    ----------------------------                 TOTAL
 ASPECT   ****** N.R. ******           ****** FEM. ******         ****** MALE ******       -------------------
 NUMBER     FREQ.        MEAN            FREQ.        MEAN           FREQ.       MEAN        FREQ.        MEAN
 ------     -----        ----            -----        ----           -----       ----        -----        ----
   1         7.00        5.71            95.31        4.35           17.74       3.01       120.05        4.23
   2         7.00        1.43            94.31         .51           16.74      -1.22       118.05         .32
   3         7.00         .86            94.02        1.51           17.74        .35       118.76        1.30
   4         7.00        6.71            95.31        3.00           17.74       2.84       120.05        3.19
   5         7.00        3.14            95.31        3.70           17.74       4.91       120.05        3.84
   6         7.00        4.86            95.31        2.98           16.45       4.05       118.76        3.24
   7         7.00        5.00            95.31        2.24           17.74       1.19       120.05        2.27

         NON-RESPONDENTS             NON-RESPONDENTS            NON-RESPONDENTS           NON-RESPONDENTS
                0                         14.86                      2.29                      17.15
```

1. Interest level of the training course content
2. Financial support for training available to regular education students
3. Difficulty of the training and course work
4. Quality of available training in education
5. Ease of entry into education studies
6. Length of training required
7. Status associated with being an education student

Profile #21

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REP - MEAN RESPONSE FOR EACH OF THE SECTION C ASPECT ITEMS /  BY SEX

    CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

  ASPECT GROUP  C - HOW YOU FELT WHEN YOU ENTERED TEACHING PRACTICE

    COL. QUESTION  1 - WHAT IS YOUR SEX (NO RESPONSE,FEMALE,MALE)

          ----------------------------     SEX     ----------------------------                TOTAL
ASPECT    ****** N.R. ******            ****** FEM. ******         ****** MALE ******       -------------------
NUMBER      FREQ.       MEAN              FREQ.      MEAN            FREQ.      MEAN           FREQ.      MEAN
------      -----       ----              -----      ----            -----      ----           -----      ----
   1        7.00        4.71              93.67      5.62            16.74      3.42          117.41      5.25
   2        7.00        2.00              95.02      1.66            16.74      1.76          118.76      1.69
   3        7.00        1.29              95.02      2.60            16.74       .95          118.76      2.29
   4        7.00        1.29              97.66      3.51            16.74      2.17          121.40      3.20
   5        7.00       -0.14              95.02      2.29            16.74      2.09          118.76      2.12
   6        7.00        3.86              96.31      2.94            16.74      1.37          120.05      2.80
   7        7.00        5.71              96.31      6.96            16.74      3.39          120.05      6.39
   8        7.00        7.29              97.60      3.26            15.45      3.85          120.05      3.57
   9        7.00        6.00              96.31      4.21            16.74      2.88          120.05      4.13
  10        7.00        5.00              97.60      2.21            16.74      1.45          121.34      2.27
  11        6.00        6.67              97.60      5.22            15.45      3.68          119.05      5.09
  12        6.00       -2.33              97.60       .79            16.74       .59          120.34       .61
  13        6.00        4.33              96.60      5.84            16.74      4.86          119.34      5.63
  14        6.00        4.17              97.60      2.66            16.74      4.28          120.34      2.96
  15        7.00        2.43              96.60      3.85            16.74      4.00          120.34      3.79
  16        7.00        6.00              97.60      7.24            15.45      2.71          120.05      6.59
  17        7.00        1.57              96.31      3.13            16.74      1.30          120.05      2.79
  18        7.00        4.14              97.60      3.77            16.74      1.27          121.34      3.45
  19        7.00         .29              96.60       .16            16.74       .48          120.34       .21
  20        7.00        2.00              97.60      3.92            16.74      1.65          121.34      3.50
  21        7.00        4.00              97.60      4.68            16.74      1.58          121.34      4.22

          NON-RESPONDENTS              NON-RESPONDENTS            NON-RESPONDENTS           NON-RESPONDENTS
                 0                           9.93                       3.29                      13.22
```

1. Social relevancy of work with children
2. The rate of advancement in teaching
3. Amount of prestige associated with teaching
4. Work hours in teaching
5. General working conditions in education
6. The amount of time left for leisure and relazation
7. Working with children
8. Difficulty level of work in education
9. Chances for success in education
10. The status you would gain among your peers
11. The way a career in education could fit into your style of life
12. The starting pay
13. The amount of vacation
14. The salary potential
15. Income security
16. Relevancy to your personal values
17. Time left to spend with your family after work
18. The public image of a teacher
19. The size of the classes you would be teaching
20. The flexibility to leave and return to work as your personal plans required
21. The ease with which you could find a job in the field after

Profile #21

```
REP - MEAN RESPONSE FOR EACH SECTION C ADDITIONAL ASPECT ITEM GIVEN / BY SEX

    CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

  ASPECT GROUP  ADL. ASPECTS FOR C - ANY OTHER ASPECTS OF TEACH. CONSIDERED

     COL. QUESTION  1 - WHAT IS YOUR SEX (NO RESPONSE,FEMALE,MALE)

          ----------------------------  SEX  ----------------------------                TOTAL
ASPECT    ****** N.R. ******       ****** FEM. ******       ****** MALE ******      ----------------
NUMBER     FREQ.      MEAN         FREQ.      MEAN          FREQ.      MEAN          FREQ.      MEAN
------     -----      ----         -----      ----          -----      ----          -----      ----
   4          0          0          2.64      10.00             0          0          2.64      10.00
   9          0          0          1.00      -2.00          1.00      10.00          2.00       4.00
  11          0          0          5.22       6.79          1.00      -2.00          6.22       5.37
  15          0          0          2.00     -10.00          1.29       9.00          3.29      -2.55
  16          0          0          3.93       9.02             0          0          3.93       9.02
  21          0          0             0          0          1.00      10.00          1.00      10.00
  23          0          0          2.00       5.00          2.58      10.00          4.58       7.82
  24       1.00      -6.00          4.87          0             0          0          5.87      -1.02
  25          0          0          3.29      -1.21          3.00       6.67          6.29       2.55

          NON-RESPONDENTS        NON-RESPONDENTS         NON-RESPONDENTS         NON-RESPONDENTS
               6.00                  94.73                    14.45                   115.18
```

1. Research opportunities
2. Opportunities for inducement in Teacher Training
3. Emotional involvement with pupils
4. Feeling of accomplishment with pupils
5. Ability to work with members of family
6. Need for qualified teachers
7. Opportunity for individuality in teaching methods
8. Professionalism and respect in field
9. Co-workers in the profession
10. Opportunity for individualized teaching
11. Personal satisfaction with job
12. Association with children
13. Flexibility of classroom situation and data
14. Mobility between related fields and education
15. Challenge
16. Financial aid
17. Ability to teach children
18. Opportunities to work in administration curriculum Inst.
19. Professionals in field
20. Personal desire for knowledge of field
21. Mobility within field
22. Time required for study
23. Social relevancy
24. State accreditation
25. Other

Profile #22

```
REP - MEAN RESPONSE FOR EACH OF THE SECTION D ASPECT ITEMS /  BY SEX

    CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

  ASPECT GROUP  D - HOW YOU FEEL NOW ABOUT THESE ASPECTS OF TEACHING IN PRACTICE

     COL. QUESTION  1 - WHAT IS YOUR SEX (NO RESPONSE,FEMALE,MALE)

           ------------------------------  SEX  ----------------------------           TOTAL
 ASPECT    ****** N.R. ******       ****** FEM. ******       ****** MALE ******       ----------------
 NUMBER     FREQ.       MEAN         FREQ.       MEAN         FREQ.       MEAN         FREQ.      MEAN
 ------     -----       ----         -----       ----         -----       ----         -----      ----
    1       4.00        8.75         69.22       7.73         13.45       4.70         86.67      7.30
    2       4.00        6.25         71.86       2.26         13.45        .89         89.31      2.23
    3       4.00        1.75         71.86       2.63         13.45        .33         89.31      2.28
    4       4.00        4.00         71.86       4.11         13.45       1.41         89.31      3.70
    5       4.00        1.25         71.86       3.56         13.45       4.45         89.31      3.59
    6       4.00        5.00         70.86       2.30         13.45       4.06         88.31      2.69
    7       4.00        4.75         71.86       8.45         13.45       6.42         89.31      8.23
    8       4.00        6.00         71.86       2.97         13.45       3.67         88.31      3.18
    9       4.00        7.00         71.86       5.52         13.45       3.74         89.31      5.32
   10       4.00        3.50         71.86       2.94         13.45       1.04         89.31      2.68
   11       4.00        5.75         71.86       6.83         13.45       2.88         89.31      6.19
   12       4.00       -7.00         71.86        .71         13.45       1.95         89.31       .55
   13       4.00        2.75         71.86       6.28         13.45       5.76         89.31      6.04
   14       4.00        2.00         71.86       3.09         13.45       1.43         89.31      2.79
   15       4.00        1.75         71.86       6.17         13.45       4.94         89.31      5.78
   16       4.00        8.25         71.86       7.94         13.45       5.36         89.31      7.57
   17       4.00        5.50         71.86       4.75         13.45       3.51         89.31      4.61
   18       4.00        3.75         71.86       3.47         13.45       2.58         89.31      3.35
   19       4.00       -5.25         71.86        .49         13.45        .40         89.31       .22
   20       4.00        3.50         71.86       3.97         12.45       2.54         88.31      3.75
   21       4.00        3.50         71.86       5.33         12.45       3.36         88.31      4.97

         NON-RESPONDENTS        NON-RESPONDENTS         NON-RESPONDENTS         NON-RESPONDENTS
              3.00                   38.31                    6.58                    47.89
```

1. Social relevancy of work with children
2. The rate of advancement in teaching
3. Amount of prestige associated with teaching
4. Work hours in teaching
5. General working conditions in education
6. The amount of time left for leisure and relaxation
7. Working with children
8. Difficulty level of work in education
9. Chances for success in education
10. The status you would gain among your peers
11. The way a career in education could fit into your style of life
12. The starting pay
13. The amount of vacation
14. The salary potential
15. Income security
16. Relevancy to your personal values
17. Time left to spend with your family after work
18. The public image of a teacher
19. The size of the classes you would be teaching
20. The flexibility to leave and return to work as your personal plans required
21. The ease with which you could find a job in the field after

Profile #22

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REP - MEAN RESPONSE FOR EACH SECTION D ADDITIONAL ASPECT ITEM GIVEN / BY SEX

    CALCULATION OF MEAN RESPONSE TO MOTIVATION ASPECT ITEMS

  ASPECT GROUP  ADD. ASPECTS FOR D - ANY OTHER ASPECTS OF TEACH. CONSIDERED

     COL. QUESTION  1 - WHAT IS YOUR SEX (NO RESPONSE,FEMALE,MALE)

              ---------------------------  SEX  ---------------------------                  TOTAL
ASPECT     ****** N.R. ******       ****** FEM. ******        ****** MALE ******        -----------------
NUMBER       FREQ.      MEAN          FREQ.      MEAN           FREQ.      MEAN          FREQ.      MEAN
------       -----      ----          -----      ----           -----      ----          -----      ----
  7            0          0            1.00      -5.00            0          0            1.00      -5.00
  9            0          0            1.00      -2.00           1.00      10.00          2.00       4.00
 16            0          0            1.29       9.00            0          0            1.29       9.00
 21            0          0             0          0             1.00      10.00          1.00      10.00
 23            0          0            1.00       5.00           3.58      10.00          4.58       8.91
 25            0          0            4.87       7.33           1.00      10.00          5.87       7.79

          NON-RESPONDENTS          NON-RESPONDENTS          NON-RESPONDENTS            NON-RESPONDENTS
               7.00                    105.59                   17.74                      130.33
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1. Research opportunities
2. Opportunities for inducement in Teacher Training
3. Emotional involvement with pupils
4. Feeling of accomplishment with pupils
5. Ability to work with members of family
6. Need for qualified teachers
7. Opportunity for individuality in teaching methods
8. Professionalism and respect in field
9. Co-workers in the profession
10. Opportunity for individualized teaching
11. Personal satisfaction with job
12. Association with children
13. Flexibility of classroom situation and data
14. Mobility between related fields and education
15. Challenge
16. Financial aid
17. Ability to teach children
18. Opportunities to work in administration curriculum Inst.
19. Professionals in field
20. Personal desire for knowledge of field
21. Mobility within field
22. Time required for study
23. Social relevancy
24. State accreditation
25. Other

APPENDIX E

UNIVERSITIES INCLUDED IN THE UNIVERSITY IMPACT STUDY

SCHOOLS THAT DO RECEIVE PL 85-926 FUNDS AND DO HAVE A PROGRAM OF SPECIAL EDUCATION

Alabama

Alabama A&M College
Auburn University *
University of Alabama *

Arizona

University of Arizona *

Arkansas

University of Arkansas *

California

California State College at Fullerton
California State College at Long Beach *
California State College at Los Angeles *
College of the Holy Names
San Diego State College *
San Francisco State College *
San Jose State College*
Stanislaus State College
University of California at Santa Barbara
University of Southern California *

Colorado

Colorado State University
University of Colorado *
University of Denver*

Connecticut

Southern Connecticut State College*
University of Connecticut

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*Funded schools with speech and hearing in a department separate from special education.

District of Columbia

The Catholic University of America
Gallaudet College
The George Washington University*

Florida

The Florida State University*
University of Florida
University of South Florida*

Georgia

Emory University
University of Georgia*

Hawaii

University of Hawaii*

Idaho

Idaho State University*

Illinois

Bradley University
Eastern Illinois University
Illinois State University*
Northwestern University*
Southern Illinois University
University of Illinois*

Indiana

Ball State University*
Indiana State University*
Indiana University*
Purdue University

Iowa

University of Iowa*

Kansas

Kansas State University
University of Kansas*
Wichita State University

Kentucky

University of Kentucky*

Louisiana

Louisiana State University and A&M College*
Northwestern State College
Tulane University

Maryland

University of Maryland*

Massachusetts

Boston University*
Emerson College
Northeastern University*
University of Massachusetts

Michigan

Central Michigan University*
Eastern Michigan University*
Marygrove College
Northern Michigan University *
University of Michigan*
Wayne State University*
Western Michigan University*

Minnesota

St. Cloud State College*
University of Minnesota*

Mississippi

Mississippi State College for Women
University of Southern Mississippi

Missouri

Northeast Missouri State College*
Saint Louis University*
University of Missouri*
University of Missouri, Kansas City
Washington University

Montana

University of Montana

Nebraska

University of Nebraska*

New Jersey

Montclair State College
Newark State College*
Seton Hall University

New Mexico

Eastern New Mexico University*
New Mexico State University
University of New Mexico*

New York

City University of New York*
Hofstra University*
Hunter College, City University of New York
Ithaca College
New York University*
Queens College, City University of New York
Suny/Albany*
Suny/Buffalo
State University of New York, State College at Fredonia
State University of New York, State College at Geneseo
Teachers College, Columbia University*
Syracuse University*

North Carolina

University of North Carolina at Greensboro

North Dakota

Minot State College*
University of North Dakota

Ohio

Bowling Green State University*
Cleveland State University
Heidelberg College

University of Cincinnati*
Kent State University*
Oberlin College
Ohio University*

Oklahoma

Oklahoma State University
Phillips University
University of Oklahoma
University of Oklahoma Medical Center

Oregon

Oregon College of Education*
Portland State College*
University of Oregon*

Pennsylvania

Bloomsburg State College*
California State College*
Pennsylvania State University*
Temple University*

Tennessee

University of Tennessee*
Vanderbilt University

Texas

Baylor University
North Texas State University
Our Lady of the Lake College
Southern Methodist University
Texas Christian University
Texas Technological College*
University of Houston*
University of Texas*

Utah

Brigham Young University*
University of Utah*
Utah State University*

Vermont

University of Vermont

Virginia

University of Virginia*

Washington

Central Washington State College*
Eastern Washington State College
University of Washington*
Washington State University

West Virginia

Marshall University*
West Virginia University*

Wisconsin

Marquette University
University of Wisconsin, Madison*
University of Wisconsin, Milwaukee *
Wisconsin State University, Eau Claire*
Wisconsin State University, Stevens Point

Wyoming

University of Wyoming*

SCHOOLS THAT DO NOT RECEIVE PL 85-926 FUNDS BUT DO HAVE A PROGRAM OF SPECIAL EDUCATION

Alabama

Alabama College**
University of South Alabama

Arkansas

Harding College—Main Campus
Ouachita Baptist University
Philander Smith College

California

Chapman College
Chico State College**
Pepperdine College**
San Fernando Valley State College**
Stanford University**
University of California at Berkeley
University of California at Riverside
University of the Pacific**
University of the Redlands**
University of San Diego College for Women
U.S. International University California Western
Whittier College**

Colorado

Adams State College
Western State College of Colorado

Connecticut

Central Connecticut State College
Fairfield University
University of Hartford

Florida

Barry College
Florida A&M University

** Nonfunded schools with speech and hearing in a department separate from special education.

Georgia

Atlanta University
Augusta College

Illinois

College of St. Francais
Elm Hurst College
Mundelein College
Northeastern Illinois State College
St. Xavier College
Western Illinois University**

Indiana

Butler University
St. Francais College
St. Mary's College

Iowa

Briar Cliff College
Grinnell College
Marycrest College

Kansas

Kansas State College at Pittsburg

Kentucky

Bellarmine-Ursiline College
Eastern Kentucky College
Moorhead State University
Nazareth College of Kentucky
Pikeville College
Western Kentucky University

Louisiana

Francais T. Nichols State College
McNeese State College
Northeast Louisiana State College
St. Mary's Dominican College
Southeastern Louisiana College

Maryland

John's Hopkins University**

Loyola College**
Mount St. Agnes College **
Towson State College
Western Maryland College

Massachusetts

Assumption College
Lesley College
State College at Bridgewater
Tufts University

Michigan

Flint College
Grand Valley State College

Minnesota

Bemidji State College
University of Minnesota at Duluth

Missouri

Avila College
Harris Teacher's College
Northwest Missouri State College
Southeast Missouri State College
Southwest Missouri State College
University of Missouri at St. Louis
William Jewell College

Nebraska

Kearney State College

New Hampshire

University of New Hampshire

New Jersey

Douglass College of Rutgers**

New Mexico

New Mexico Highlands University

New York

Adelphi University**
Bank Street College of Education
Brooklin College**
City University of New York
C.W. Post College of Long Island University**
D'youville College
Elmira College
Herbert H. Lehman College
Mercy College
Mt. St. Mary College
Nazareth College of Rochester
Pace College
Russel Sage College
St. John's University
State University of New York at Albany**
State University of New York at Brockport
State University of New York at Buffalo**

North Carolina

Bennett College
Duke University
Greensboro College

North Dakota

North Dakota State University

Ohio

Ashland College
Case Western Reserve University**
Central State University
Lake Erie College
Miami University**
Notre Dame College
University of Akron**
University of Dayton
University of Toledo
Wittenberg University
Wright State University
Youngstown University

Oklahoma

Northeastern State College
Northwestern State College
Oklahoma College of Liberal Arts

Oregon

Eastern Oregon College
Oregon State University
Pacific University

Pennsylvania

Cheney State College
College of Misericordia
Kutztown State College
Mount Mercy College
West Chester State College

Rhode Island

Salve Regina College
University of Rhode Island

South Carolina

Converse College
University of South Carolina

South Dakota

South Dakota State University

Tennessee

East Tennessee State University
Middle Tennessee State University
Tennessee Agricultural and Industrial State University

Texas

Abilene Christian College
Angelo State College
Sacred Heart Dominican College
Lamar State College of Technology**
Pan American College
Prairie View A&M College
Sam Houston State College
Stephan F. Austin State College**
Texas Arts and Industries University
University of Texas at El Paso
West Texas State University

Utah

College of Southern Utah
Weber State College

Vermont

College of St. Joseph the Provider
Trinity College

Virginia

College of William and Mary
Hampton Institute
Madison College

Washington

Fort Wright College of the Holy Names
Gonzaga University
University of Puget Sound
Walla Walla College

West Virginia

Glenville State College
Morris Harvey College
West Liberty State College

Wisconsin

The Cardinal Strich College
Carthage College
Wisconsin State University at River Falls

District of Columbia

American University
District of Columbia Teachers College
Federal City College
Howard University

Guam

College of Guam